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(*) Indicates a roll-call item



JACKSON COLLEGE BOARD OF TRUSTEES POLICY

Policy Type: BOARD-CEO DELEGATION

Policy Title: Monitoring CEO Performance

Policy Number: BCD-04

Date Adopted: 05.11.20

Version: 3.0

Date Last Reviewed: 08.12.24

Responsible Party: Chief Governance Officer

Reviewing Committee: Chairwoman Patterson,
Vice Chairwoman Lake,
Trustee Simpson

BOARD-CEO DELEGATION STATEMENT:

CEO job performance will be measured solely by systematic monitoring of the CEO's job performance in comparison to the Board's required CEO job outputs: organizational accomplishment of the CEO's reasonable interpretation of ENDS policies and organizational operation within the boundaries of the CEO's reasonable interpretation of Executive Limitations policies.

1. The purpose of monitoring is to determine the degree to which Board policies are being fulfilled. Only information which achieves this purpose will be considered to be monitoring.
2. A given policy may be monitored in one or more of three ways:
 - 2.1. Internal report: Disclosure of compliance information by the CEO, along with his or her explicit interpretation of Board policy, and justification for the reasonableness of interpretation.
 - 2.2. External report: Discovery of compliance information by an external, disinterested third party, who has appropriate qualifications and a suitable level of independence from management, and who is selected by and reports directly to the Board. The CEO should be notified of this activity.
 - 2.3. Direct Board Inspection: Discovery of compliance information as directed by Board action. Such an inspection requires notification of the CEO.
3. Regardless of the method of monitoring, the standard for compliance shall be any reasonable CEO interpretation of the Board policy being monitored. The Board is the final arbiter of reasonableness, but will always judge with a "reasonable person" test rather than interpretations favored by Board members, the disinterested third party, or even the Board as a whole. Reasonable standard has often been used by courts for making a determination as to the constitutionality or lawfulness of legislation and regulations by those who practice them.

4. Upon the choice of the Board, any policy can be monitored by any of the above methods at any time. For regular monitoring, however, each *ENDS* and *Executive Limitations* policy will be classified by the Board according to frequency and method.
5. The performance of the College, as noted by CEO Monitoring Reports, is considered synonymous with the performance of the CEO. The Board's review and acceptance of the CEO Monitoring Reports each month constitutes a proportionate performance review of the CEO each month. A summative review of the CEO by the Board may occur annually in August, based on the achievement of the Board's *ENDS* policies and non-violation of its *Executive Limitations* policies. This summary review would be conducted by cumulating the regular monitoring data provided during the year and the Board's recorded acceptance or non-acceptance of the reports and identifying performance trends evidenced by that data.

MONITORING SCHEDULE				
Number	Policy	Method	Frequency	Date
EN-01 (#1-3)	Board's ENDS	Internal Report	Annually	August
EN-01 (#4)	Board's ENDS	Internal Report	Annually	September
EN-01 (#5)	Board's ENDS	Internal Report	Annually	October
EL-00	Global Executive Constraint	Internal Report	Annually	August
EL-01	Treatment of Students	Internal Report	Annually	October
EL-02	Treatment of Staff	Internal Report	Annually	October
EL-03	Planning	Internal Report	Annually	June
EL-04	Financial Conditions & Activities	Internal Report	Annually	November
EL-05	Asset Protection	Internal Report	Annually	May
EL-06	Investments	Internal Report	Annually	May
EL-07	Compensation and Benefits	Internal Report	Annually	January
EL-08	Communication & Support to the Board	Internal Report	Annually	November
EL-09	Organizational Culture	Internal Report	Annually	January
EL-10	Access to Education	Internal Report	Annually	February
EL-11	Entrepreneurial Activity	Internal Report	Annually	March
EL-12	Land Use	Internal Report	Annually	April
<u>EL-13</u>	<u>Use of Artificial Intelligence & Machine Learnings</u>	<u>Internal Report</u>	<u>Bi-Annually</u>	<u>August / February</u>

Date Of Change	Version	Description of Change	Responsible Party
05.11.20	1.0	First release following Policy Governance consulting work.	Chief of Staff
8.8.22	1.0	Regular Review – Approved	CEO
8.14.23	2.0	Regular Review – Edits to the “Direct Board Inspection” section and the monitoring schedule.	CGO
8.12.24	3.0	Regular Review – Clarifying language added regarding practices contributing to the CEO performance review, as well as amendments to the ENDS monitoring schedule.	CGO



BOARD OF TRUSTEES MEETING
Action & Information Report
 Board Meeting Date: August 11, 2025

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)
<u>EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board</u>
Subject: (Topic or focus for consideration)
6.0 Items for Decision 6.1 Audit Considerations
Description: (Concise explanation of the issue, item, or proposal)
Rehmann auditors will join the meeting briefly to layout the timeline of the FY '26 audit and also receive any special items the Board may want reviewed (if any).
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Consideration of audit timeline and any special items the Board wants reviewed.
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: August 11, 2025

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)
<u>JPEC Contract Schedule 7, Section A: Governance Structure</u>
Subject: (Topic or focus for consideration)
6.0 Items for Decision 6.2 JPEC Board Governor Nomination – Renee Novak-Arze *
Description: (Concise explanation of the issue, item, or proposal)
Enclosed for the Board's consideration is the JPEC Academy Board's nomination of Renee Novak-Arze to serve as a new member of the JPEC Board of Governors. I met with Renee earlier this month and had a delightful conversation. I recommend her appointment to the JPEC Board of Governors without reservation.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Consideration of action regarding the nomination of Renee Novak-Arze to the JPEC Board of Governors.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

JACKSON PREPARATORY & EARLY COLLEGE

Your Place. Your Purpose. Your Future.



Dear Dr. Phelan,

I am pleased to inform you that the Jackson Preparatory & Early College Board of Governors has passed a resolution to nominate Renee Novak-Arze, P.E., to serve as a member of the JPEC Board.

Ms. Novak-Arze, P.E., brings over 38 years of diverse experience in engineering and technical fields. She is a licensed Professional Engineer in Michigan and Nebraska, demonstrating her established expertise and adherence to professional standards. Her strong educational background includes a B.S. in Civil Engineering from Michigan State University, a B.A. in Arts and Letters from Michigan State University, and an Associate in Science from Jackson Community College. Her professional affiliations include the National Society of Professional Engineers (NSPE) and the Michigan Society of Professional Engineers (MSPE).

Her technical specializations and representative experience span several critical areas, including project management (since 1998), transmission and distribution line design (since 1994 and 1990, respectively), other civil design work (since 1996), and technical writing (since 1986). Her experience includes working on projects across multiple states, such as Michigan, Ohio, Indiana, Wisconsin, Maine, and Alabama.

Beyond her professional accomplishments, Ms. Novak-Arzie has a demonstrated commitment to education and youth development through her significant volunteer activities. She has served as an Energizing Education Reading Mentor (2015-2020), a MathCounts Coach (since 2018), a FIRST LEGO League Jr Coach (2018-2020), and a FIRST Robotics Judge (2020-2021). These roles highlight her direct involvement in fostering student success and developing practical skills in young people.

With a keen interest in student success and workforce readiness, Ms. Novak-Arze brings valuable insight into the skills and training needed to prepare students for future careers, particularly in STEM-related fields. Her professional insights into technical requirements, project management, and infrastructure development are highly relevant to JPEC's mission of preparing students for higher education and professional pathways. Her ability to problem-solve, engage with the community through her volunteer work, and her dedication to local initiatives make her an excellent candidate for this role.

As defined by the JPEC Bylaws, the Academy Board is by resolution kindly submitting for your and the Jackson College Board of Trustees' review, Renee Novak-Arze's nomination for appointment to the JPEC Board of Governors. Thank you for your consideration.

Sincerely,

Jonathon Marowell

Jonathon Marowell

President

Jackson Preparatory & Early College



BOARD OF TRUSTEES MEETING
Action & Information Report
 Board Meeting Date: August 11, 2025

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)
Bylaws
Subject: (Topic or focus for consideration)
6.0 Items for Decision 6.3 Board Planning 6.3.1 Bylaws - Review *
Description: (Concise explanation of the issue, item, or proposal)
For the Board's consideration, attached are the Board's Bylaws with tracked changes accumulated from individual Board members and during the recent MCCA Summer Conference.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Consideration of amendments to the Board's Bylaws.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)



JACKSON COLLEGE BOARD OF TRUSTEES BY-LAWS

Title: By-Laws

Date Adopted: 11.11.94

Version: ~~48-019.0~~

Date Last Reviewed: 08.12.24

Responsible Party: Chief Governance Officer

Reviewing Committee: Chairwoman Patterson,
Vice Chairwoman Lake,
Trustee Simpson

Summary:

Bylaws provides a legally binding foundational governance framework for Jackson College, delineating the rules, procedures, and guidelines that govern its operations and the conduct of its board of trustees. Their primary purpose is to ensure that the College operates with transparency, accountability, and in alignment with our mission and values. Bylaws typically cover a wide scope, including the composition and election of the Board of Trustees, roles and responsibilities of trustees and officers, meeting protocols, decision-making processes, and conflict of interest policies. They also outline procedures for amendments, ensuring adaptability to evolving educational and regulatory landscapes. By providing clear guidelines, bylaws help maintain organizational integrity, promote effective governance, ensure compliance with legal and regulatory requirements, and are focused only on the highest level of governance issues.

By-laws:

The enclosed by-laws shall constitute the structure, operation and responsibilities of Trustees in conducting formal business matters at its regular monthly board meetings for Jackson College.

1. Name of the Organization:

- a. The legal and official name of the organization shall be Jackson College.

2. Officers:

- a. The organizational meeting for election of officers shall be held on the day and at the time prescribed by law.
- b. Officers shall be elected as prescribed by law. Each officer shall be elected by a majority of the members of the board. The term of each officer shall be for a period of two years. Each officer shall perform the duties of the office and such other functions as are designated by the Board of Trustees.

3. Duties of Officers:

- a. The Chairperson of the Board shall have the usual duties and authority consistent with laws pertaining to higher education. He or she shall appoint all committees, as needed, unless otherwise directed by the Board.
- b. The Vice-Chairperson shall perform the duties of the Chairperson in the absence of the Chairperson. He/she shall perform other functions and duties as designated by the Board.

4. Removal of Officers

4. Any officer of the Board may be removed for cause by resolution of a majority of the Board at a regular monthly meeting with the item appearing on the agenda for that meeting. **Censure, Officer Removal, and Member Discipline**

a. Board Member Censure

Purpose

The Board of Trustees may censure a member for conduct that violates the Board's Code of Conduct, Ethics Policy, or other adopted board standards.

Definition

Censure is a formal, public statement of disapproval regarding a Trustee's behavior. It does not carry any legal penalty, nor does it remove the Trustee from office.

Procedure

- A written resolution of censure may be submitted by any Trustee to the Board Chair or placed on the agenda in accordance with board policy.

- The Board member subject to censure shall be given notice and an opportunity to respond before action is taken.

- The resolution must state the specific conduct and policies or standards that were violated.

- A vote of majority of the full Board (not just those present) is required for adoption of a censure.

- The censure shall be entered into the official Board minutes.

Commented [KB1]: Treasurer and Secretary language rationale:

Community College Act of 1963:
389.111 (3) At the first meeting of a first of succeeding board of trustees, the board shall elect a chairperson and a vice chairperson, who shall be members of the board of trustees, and a secretary and a treasurer, who need not be members of the board of trustees. The officers shall be elected for a term of 2 years, subject to change of officers by resolution of the board.
389.113 (2) The chairperson, secretary and treasurer shall perform those duties as may be provided by law and prescribed by the bylaws and rules of the board of trustees not inconsistent with this act or the laws of this state.

John Carver: Boards That Make a Difference - Carver reinforces that board structure - including officers - is a matter for each board to define based on what best supports its policies and accountability responsibilities.

The JC Board of Trustees assumption is that the College Chief of Staff holds the responsibilities of "secretary" and the College Chief Financial Officer holds the responsibilities of "treasurer".

b. Removal of Board Officers

Authority

The officers of the Board (Chair, Vice Chair, Secretary, Treasurer) shall serve at the pleasure of the Board.

Grounds for Removal

A Board officer may be removed for:

- Failure to perform officer duties as outlined in Board policy or bylaws.
- Violation of the Board's Code of Conduct.
- Conduct detrimental to the integrity or function of the Board.

Procedure

- A motion for officer removal may be submitted by any Board member.
- The officer shall be notified in writing and given an opportunity to respond.
- A vote of majority of the full Board is required to remove an officer.
- Upon removal, the Board may immediately elect a replacement for the unexpired term.

c. Board Rebuke (Informal Public Criticism)

Purpose

Rebuke refers to a public statement made by the Board expressing concern or disapproval, without formally censuring a member.

Process

- A statement of concern may be made by any Board member during public deliberation or as part of a resolution.
- The member may respond but is not entitled to a formal hearing.
- The rebuke may be noted in the minutes but does not constitute formal disciplinary action.

d. Limitations on Board Authority to Remove Members

Elected Trustees

Consistent with Michigan law, the Board of Trustees does not have the authority to remove an elected Board member. Any such action must occur through:

- Judicial removal for misconduct or neglect of duty under MCL 168.327, or
- Recall process under MCL 168.951–975.

Appointed Trustees

For appointed Trustees, removal authority resides with the appointing authority, unless otherwise stated by law or appointment terms.

a.

5. **Meetings**

All meeting locations shall be properly noticed in accord with the prescription of law. No further notice of such meetings shall be required to be given to the members of the Board.

- a. **Regular Meeting Dates:** All Regular Board Meetings shall be held on the second Monday of each month, beginning at 6:30 p.m., as approved in advance by a majority of the Board of Trustees. No meetings of the Board will occur in July and December.
 - b. **Regular Meeting Location:** Unless otherwise directed by the Board, all Regular meetings of the Board of Trustees shall be held at the Jackson College Central Campus, Potter Center Board Room, 2111 Emmons Road, Jackson, MI 49201
 - c. **Special Meetings:** Special meetings of the Board of Trustees may be called by the Chairperson of the Board, or any Board Member, by serving the members a notice of the time and place of the special meeting.
 - d. **Notices:** Service of the notices shall be accomplished by: Delivering the notices to the members at least 24 hours before such meeting is to take place by phone, email, or overnight or standard mail.

Service of the notices, as above prescribed, may be made by a member of the Board, any employee of the board, or other person as directed by the Board Chairman.
 - e. **Attendance at Meetings and Remote Participation:** All members of the Board should use every reasonable effort to attend all meetings of the Board of Trustees in person. If this is not possible because of extenuating circumstances, participation by conference call or other electronic communication may be permitted only under circumstances allowed by the Michigan Open Meetings Act.
 - f. **Place of Meetings:** Unless otherwise directed by the Board, all Board meetings will be held within the College service area of Jackson County.
 - g. **Adjourned Meetings:** Any legal meetings of the Board may be adjourned to a specific time and place. Only items on the agenda of the meeting adjourned may be acted upon at the adjourned meeting.
 - h. **Meeting Time Limit:** The length of time of regular meetings of the Board of Trustees shall be limited to two hours. A vote may be taken by the Board to extend the meeting should the agenda warrant such an extension. Items on the agenda requiring extended deliberation shall be taken up at subsequent, adjourned, or special meetings.
6. **Other Electronic or Remote Communications:**
Neither the Board collectively, nor its individual members, may engage in electronic or other remote communications for the purpose of making a decision

Commented [KB2]: Shall this be changed to 5:30pm? This will be considered during agenda item 6.0 Items for Decision, 6.2 Board Planning.

or deliberating towards a decision. This would include sequential communications forwarded to, or among, Board Members with respect to deliberations, opinions, or matters which could result in a Board decision.

This requirement applies at all times, including, by way of example, and not limited during the course of Board Meetings, except as noted in 5.c. above.

It is the express policy of the Board that all communications between and among Board Members shall comply with the Michigan Open Meetings Act, the purpose of which is to facilitate public access to official decision making.

7. **Committees of the Board:**

The Board of Trustees may authorize committees as deemed necessary. Committees shall report recommendations to the Board for appropriate action. Committees shall be dissolved when final action on its report is taken by the Board.

8. **Minutes of Proceedings:**

- a. Minutes of the proceedings of the previous meeting shall be prepared by and electronically delivered to the members at least 48 hours before the time of the next regular meeting.
- b. The minutes of the preceding meeting shall be considered by the Board, then adopted and signed by the Board Chairperson, on behalf of the Board.
- c. All motions shall be accurately and completely recorded. The names of those who make motions and those who vote 'yeas' and 'nays' (or their equivalent) shall be recorded.
- d. The official minutes shall be bound and kept in the Office of the CEO, as well as posted on the College website.

9. **Records Available:**

All records of the Board of Trustees shall be available to citizens for inspection at the Office of the CEO during regular office hours.

10. **Quorum:**

The physical presence of the majority of the Board of Trustees constitutes a quorum, but no act is valid unless voted at a meeting of the Board by a majority vote of the members of the Board. Less than a quorum may adjourn to a future Board meeting.

11. **Compensation and Expenses:**

No member of the Board of Trustees may receive any compensation for any services rendered to the College District. Expenses of Board Members shall be reimbursed in accordance with College policy.

12. Transaction of Business:

The Board of Trustees shall transact all business at a legal meeting of the Board. No member of the Board of Trustees shall have power to act in the name of the Board outside of the board meetings except when authorized by the Board to do so.

13. Order of Business:

The following is the prescribed outline of the meeting agenda for regularly scheduled Board meetings:

- 1.0 Call to Order & Pledge of Allegiance
- ~~2.0 Adoption of Minutes~~
- ~~3.02.0~~ Declaration of Conflict of Interest
- ~~4.03.0~~ Communications
- ~~5.04.0~~ Ownership Linkage
- ~~5.0 Consent/Required Approvals Agenda~~
- ~~5.1 Adoption of Minutes~~
- ~~6.0~~
- ~~6.07.0~~ Items for Decision
- ~~7.01.0 Consent/Required Approvals Agenda~~
- 8.0 Monitoring CEO Performance
- ~~9.0 Monitoring Board Performance~~
- 10.0 Information Requested by the Board
- 11.0 Self-Evaluation of Governance Process & Board Performance at this meeting
- 12.0 Meeting Content Review
- 13.0 Adjourn

14. Amendments:

These by-laws may be amended at a meeting of the Board by a super-majority, defined herein as 6/7ths, or 85.7% of the members of the Board.

15. Rules of Order:

The latest edition of *Robert's Rules of Order*, and which sections pertain to "small board rules", shall govern the Board in its deliberations, except where it is inconsistent with these bylaws, or any applicable law(s). All members of the Board may vote on matters to be decided by the board unless excused by law.

16. Public Participation at Board Meetings:

Meetings of the Board of Trustees are meetings to conduct the business of the Board unto itself. These meetings shall be open for public attendance in accordance with the Michigan Open Meetings Act. Public communications to the

Board of Trustees shall be exclusively addressed to the Board during the designated public comment section of the meeting. At no other time during the meeting will public comment be received or solicited by the Board.

Persons who wish to present any matter of concern to the College must submit a written request using the speaker request form prior to the meeting. This request will be considered under the "Communications" section of the Board's agenda. In cases of emergency, the Board may, by majority vote, allow visitors who have not submitted a written request to present matters of concern. The Board Chairperson will allot each speaker a maximum of five 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 Chairperson may request that the group appoint a spokesperson to represent them and make remarks on behalf of the group. The Chairperson also reserves the right to conclude the public comment period if the comments become repetitive and do not add new information.

Public comments shall be received by the Board without individual commentary or engagement from Board members.

The Board Chairperson will inform speakers that their comments will be taken under advisement. This process ensures that public input is respected while maintaining the orderly conduct of Board meetings.

17. Governance Methodology:

The Jackson College Board of Trustees shall utilize Policy Governance model of governance (also known as the Carver Model of Governance, or the John Carver Model) practices in undertaking its work as a board.

18. Indemnification

To the full extent authorized under the laws of the State of Michigan, Jackson College shall indemnify any Trustee, serving at request of the Board, or by the vote of the Jackson County electorate, against expenses actually and necessarily incurred by such Trustee, in connection with the defense of any action, suit, or proceeding in which that Trustee is made a party by reason of being or having been in such a governance position, except in relation to matters as to which that Trustee shall have been adjudged in such action, suit, or proceeding to be liable for negligence or misconduct in the performance of a duty. The foregoing indemnification shall not be deemed exclusive of any other rights to which a Trustee may be entitled under any bylaw, agreement, or by resolution of the Board of Trustees.

Expenses (including reasonable attorneys' fees) incurred in defending a civil or criminal action, suit, or proceeding may be paid by the College in advance of the final disposition of such action, suit, or proceeding, if authorized by the Board of

Commented [KB3]: Inquiry of the Board members: Shall public comments be limited to items on the Board Meeting Agenda?

Commented [KB4]: Inquiry of Board members: Shall the allotted time per public speaker be a maximum of three minutes, rather than five minutes.

Trustees upon receipt of an undertaking by or on behalf of the Trustee to repay such amount if it shall ultimately be determined that such Trustee is not entitled to be indemnified hereunder.

The College may purchase and maintain insurance on behalf of any person who is or was a Trustee against any liability asserted against such person and incurred by such person in any such capacity or arising out of such person's status as such, whether or not the College would have the power or obligation to indemnify such person against such liability.

19. Continuity of Governance:

To ensure the governing viability of Jackson College, no more than three (3) members of the Board of Trustees of Jackson College may travel jointly in the same mode of transportation (i.e., car, van, aircraft, train, boat, or similar).

20. Filling of Board Member Vacancies for an Unexpired Term:

In accordance with the Michigan Election Law (Act 116 of 1954), when less than a majority of a seats on the Board of Trustees become vacant, remaining members shall, within 30 days, undertake the meetings necessary to fill the vacancy(ies) with a qualified replacement.

The Board's process shall include, but not be limited to the following: 1) Request recommendations for candidacy to the vacancy(ies) from all remaining members, inclusive of a resume and the completion of an application form signed by the candidate(s); 2) By means of voting, select the top three (3) for on-site interviews; 3) Conduct on-site interviews; 4) By means of voting, select the top vote receiving candidate(s) for placement to the vacancy(ies); and 5) At the next regular meeting of the Board of Trustees, said candidate(s) will be sworn into office for the unexpired term of the board seat(s).

Date Of Change	Version	Description of Change	Responsible Party
9/6/2011	1.0	Initial Release	M. Fall
7/13/2012	2.0	Edit from Board	A. Stiers
12/12/2012	3.0	Addition of Pledge of Allegiance	A. Stiers
7/08/2013	4.0	Edits from CEO and Chief of Staff	Chief of Staff
7/14/2014	5.0	Annual Review by the CEO and Board	Chief of Staff
7/15/2015	6.0	Annual Review by the CEO and Board	Chief of Staff
7/11/2016	7.0	Annual Review by the CEO and Board	Chief of Staff
7/10/2017	8.0	Annual Review by CEO and Board	Chief of Staff

7/9/2018	9.0	Annual Review by CEO and Board	Chief of Staff
9/10/2018	10.0	Annual Review	Chief of Staff
3/11/2019	11.0	Edits	Chief of Staff
5/13/2019	12.0	Review and Edits. Change from being a policy to standalone By-laws	Chief of Staff
11/11/19	13.0	Edits based on feedback from Board following planning session and Policy Governance work.	Chief of Staff
2/14/22	14.0	February Board Meeting returned to the second Monday of the month. Language edits regarding remote participation. General formatting adjustments.	CEO
9/12/22	15.0	Additions and edits for: Indemnification (new), Continuity of Governance (new), Filling of Board Member Vacancies for an Unexpired Term (new), Rules of Order (change)	CEO
8/14/23	16.0	Significant edits during annual review to the following sections: - Attendance at Meetings and Remote Participation - Committees of the Board. - Conflict of Interest was omitted as it already exists elsewhere in the Board's Code of Conduct governance policy.	CGO
2.12.24	17.0	Public Participation at Board Meetings amended	CGO
8.12.24	18.0	Clarifying language added. Public participation stipulations further defined. Super-majority requirement for making amendments to the bylaws added.	CGO

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 11, 2025



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)

6.0 Items for Decision
6.4 Affirmation of Real Estate Sale*

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

For the Board's affirmation, [linked here](#) are recent real estate sale documents.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Affirm the recent real estate sale.

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: August 11, 2025

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 (#1-3) Board's ENDS
Subject: (Topic or focus for consideration)
7.0 Monitoring CEO Performance 7.1 EN-01 (#1-3) Board's ENDS – Evidence Review *
Description: (Concise explanation of the issue, item, or proposal)
Attached for your review is the evidence (i.e., Monitoring Report) for EN-01 (#1-3) Board's ENDS. You will note that my report indicates <u>full compliance</u> according to previously established and approved interpretations. I will respond to any questions you have about the report.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Board assessment of the report for Policy EN-01 (#1-3) for evidence of full compliance with a 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: EN – 01 Board's ENDS (#1-3)

[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 EN-01: "Board's Ends (#1-3)". 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.

08.11.25

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

Date

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.

EVIDENCE:

<u>Jackson College Tuition Comparison 2024-2025 Academic Year</u>						
4-Year Institution Name	4-Year Institution Tuition	Jackson College	Total Tuition Savings	4-Year Institution Tuition	Jackson College Out -of- County Tuition	Total Tuition Savings
Albion College	\$56,950	\$7,350	\$49,600	\$55,746	\$8,310	\$47,436
Adrian College	\$41,684	\$7,350	\$34,334	\$40,556	\$8,310	\$32,246
Spring Arbor University	\$33,984	\$7,350	\$26,634	\$32,580	\$8,310	\$24,270
Hillsdale College	\$33,189	\$7,350	\$25,839	\$32,092	\$8,310	\$23,782
Siena Heights University	\$30,778	\$7,350	\$23,428	\$29,778	\$8,310	\$21,468
University of Michigan	\$17,736	\$7,350	\$10,386	\$17,228	\$8,310	\$8,918
Michigan State University	\$16,458	\$7,350	\$9,108	\$15,988	\$8,310	\$7,678
Eastern Michigan University	\$16,240	\$7,350	\$8,890	\$15,510	\$8,310	\$7,200
Ferris State University	\$14,778	\$7,350	\$7,428	\$14,010	\$8,310	\$5,700
Grand Valley State University	\$15,140	\$7,350	\$7,790	\$14,628	\$8,310	\$6,318
Western Michigan University	\$15,252	\$7,350	\$7,902	\$15,298	\$8,310	\$6,988
Central Michigan University	\$14,760	\$7,350	\$7,410	\$14,190	\$8,310	\$5,880
Baker College - Jackson	\$13,000	\$7,350	\$5,650	\$12,810	\$8,310	\$4,500
Wayne State University	\$15,190	\$7,350	\$7,840	\$14,297	\$8,310	\$5,987

Source: College Navigator/NCES National Center for Education Statistics
Fulltime first time students entering postsecondary education

The above shows a tuition comparison snapshot for the FY '25 academic year, comparing Jackson College tuition with four-year public and private institutions within the State of Michigan. Ranking four-year institutions by most to least costly shows annual tuition cost savings for a learner choosing to attend Jackson College, not to mention other costs savings attributed to in-district students who would continue to live at home. NOTE: Savings are even higher for those recent high school graduates in '24 and '25. The table above represents Jackson College tuition rates for both in-county and out-of-county residents.

- 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.

EVIDENCE:

On 08.01.25, the Director of the College's Corporate and Continuing Education department confirmed the following:

- a) CCE continues to work diligently with local workforce and economic development agencies to support regional employment needs. In 2025, Jackson College partnered with Henry Ford Jackson (HFJ), Michigan Works Southeast, the Martin Luther King Center, College and Career Access Center, the Jackson Chamber, and Accelerate Jackson to host a one-day hiring event aimed at supporting HFJ's recruitment across all departments. The event drew over 120 job seekers from Jackson and the surrounding area, resulting in more than 50 offers of employment for various positions.
- b) In 2025, Jackson College provided customized training to meet the workforce needs of several regional employers. Technique Inc. trained a total of 40 students across multiple programs, including Weld Inspection, GD&T, and Blueprint Reading. The Jackson Area Career Center engaged

28 high school students in technical training, while Henry Ford Jackson supported 8 Medical Assistant Apprentices. America's Preferred Home Warranty and Jackson Area Transportation Authority each completed the Leading Edge Series with 24 and 8 students respectively. GPWE trained 99 students in Basic Electricity & Fluid Systems. Tenneco trained 28 employees through GD&T, Blueprint Reading, and Geometry/Trigonometry courses. Legends Manufacturing had 9 employees complete the Leading Edge Series, and the Michigan Municipalities Electrical Association trained over 25 students through safety video modules. In total, 269 individuals received certificates of completion through Jackson College Corporate and Continuing Education customized training programs in 2025.

- c) Jackson College solidified a significant relationship with local workforce and economic developers to continue supports with Jackson County Manufacturing Day planning through the Jackson Talent Consortium, for local employers, job seekers and K-12 Education. It is likely that all 13 school districts will participate in the new academic year, providing opportunities for 11th and 12th graders to attend a local Manufacturing Trade Show on September 24th -26th at the American 1 Event Center. Jackson College's booth will showcase multiple JC programs and services as well as other partner resources with our silent disco booth. The event will also work to promote many job opportunities within Manufacturing fields, guest speakers and a podcast onsite.
- d) CCE has also partnered with Lenawee Now, Economic Development Agency in Lenawee, Accelerate Jackson and the Michigan Economic Development Corporation to offer MNJTP Support Letters in all Attraction packages they provide perspective companies looking to move into the area. One of these Economic offers have been accepted in the Adrian area in which Jackson College has established a referral process for new and established company contacts interested in further, custom, apprenticeship and academic training and recruitment.
- e) CCE and MWSE have collaborated to support local businesses through the Going PRO Talent Fund Grant using both independent and Industry-Led Collaborative grant applications to offer further Jackson College training and opportunities. CCE and MWSE have combined efforts to pre- approve the Leading Edge Series Curriculum for any eligible employer seeking an incumbent worker grant to train their current workforce. In 2025 we have been able to offer three sessions of this training to three different companies in multiple industries training over 40 of their incumbent workers at no charge to the employer or employee.
- f) Apprenticeship Day: Building the Future: In celebration of National Apprenticeship Week, CCE coordinated Jackson College's first-ever "Building the Future" Apprenticeship Day on April 30. More than 75 attendees—including students, college employees, employers, and community partners—joined the event to explore the College's apprenticeship offerings. The day featured program updates, a panel discussion with active apprentices and employer mentors, and networking

opportunities. Attendees also learned about available funding, curriculum pathways, and the support systems in place for apprentices. This event positioned Jackson College as a key regional resource for apprenticeship training and helped drive interest in growing new programs.

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.

EVIDENCE:

- a) The Chief Strategy Officer, on 07.30.25 affirmed the chart below, which shows the College's past six cohorts of incoming learners and their 2-year success rating. The College is observing a decline in the number of incoming learners. The College saw an increase in the 2-year success rate for 2022-2023. Success has remained steady. Source: <https://www.mischooldata.org/success-rates-report/>.

Sector Entry Year	Adjusted State Cohort	2- Year Success Rate
2017-18	1,884	17.8%
2018-19	1,540	17.8%
2019-20	1,853	14.2%
2020-21	1,624	17.0%
2021-22	1,623	16.7%
2022-23	1,605	20.2%

b)

Sector Entry Year	Adjusted 3 - Year State Cohort	3 – Year Success Data	Adjusted 4 – Year State Cohort	4 – Year Success Data
2017-18	1,662	26.1%	1,710	32.5%
2018-19	1,635	30.8%	1,640	39.4%
2019-20	1,838	28.7%	1,803	35.6%
2020-21	1,572	29.2%	1,600	36.2%
2021-22	1,675	31.9%		

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.

EVIDENCE:

Each year, the College administers a survey of all alumni and non-returning students who were enrolled in a Perkins designated program. In this survey cycle, Jackson College received a 16% response rate. Among respondents:

- 88% reported being satisfied or very satisfied with the quality of instruction at Jackson College.
- 62% indicated they were satisfied or very satisfied with the relevance of their

instruction to their current job.

Question	# of Respondents	% Satisfied	% Very Satisfied
Quality of Instruction	207	54%	34%
Relevance of Instruction to Current Job	207	36%	25%

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.

EVIDENCE:

On 08.01.25, the Director of the College's Corporate and Continuing Education department confirmed the following:

- The Corporate and Continuing Education department confirmed that by July 2025 it had exceeded their annual goal of interviewing and touring 40 employers in the Tri-County Region to gather employer needs for both recruiting and upskilling their current workforce. They conducted over 40 internship site visits to increase site participation and offer more internship opportunities to students resulting in employer feedback for more examples of competencies needed for students during their internship and what that would equate to in tasks provided by employers. Our Work based Coordinator created internship packets for both students and employers to assist with internship timelines from

start to finish, next steps and competencies to assist employers with assigning tasks to interns.

- Jackson College will continue to work with workforce partners, specifically managers and human resource personnel, to identify specific skills and competencies that need to be incorporated into the curriculum.
- Also identified by employers specifically in the BILT meeting is the need for earlier internships within our manufacturing programs. Employers identified interview skills, communication, critical thinking, professionalism, and teamwork as critical for successful employment in the community.
- It's also been identified that Yellow belt and Green belt training may be needed by some employers and Crises Professional Training for our mental health industries would be beneficial.
- Apprenticeship projects and employer engagement throughout the year: Corporate and Continuing Education (CCE) advanced Jackson College's apprenticeship initiatives by partnering with employers, faculty, and the U.S. Department of Labor to develop and expand registered apprenticeship programs. Five new employers actively worked with the College to launch or enhance apprenticeship pathways; utilizing Jackson College instruction and the Apprenticeship Coordinator support services, while 17 others engaged in exploratory discussions. CCE supported over 50 students enrolled in Related Technical Instruction (RTI) at Jackson College, with representation across multiple industries including healthcare, manufacturing, CNC machining, medical assisting, electrical, and insurance processing. In addition, the College added new registered apprenticeship standards for Project Management and Building Maintenance & Repair, broadening opportunities for both new and incumbent workers. These efforts helped align classroom instruction with on-the-job training, opened career pathways for students, and addressed workforce shortages in key sectors throughout the region.

The Dean of Workforce, Technical and Professional Education, confirmed the following on 07.27.25.

- Jackson College actively identifies and responds to workforce and employment needs in the tri-county region through a cycle of intentional engagement, labor market analysis, and instructional planning. Evidence of this commitment is reflected in several recent initiatives:
 - Criminal Justice Program Redesign: In response to shifting employment trends in the law enforcement and corrections sectors, Jackson College conducted a comprehensive program review of its Criminal Justice (CRJ) offerings. This included analysis of regional labor market data from WIN (Workforce Intelligence Network), student surveys, and direct input from a reinvigorated advisory committee comprised of local law enforcement leaders. The review identified opportunities to re-align the curriculum with stackable credentials, incorporate performance-based

assessments, and expand Credit for Prior Learning (CPL). These efforts support employment pipelines in local and state corrections, law enforcement, and community-based safety roles.

- HVAC Program Development: The College is developing a new Heating, Ventilation, and Air Conditioning (HVAC) pathway in response to strong regional demand for skilled trades technicians. Partnerships with employers and advisory input have directly influenced course sequencing, equipment purchases, and instructional delivery models, such as flexible lab-based learning. By aligning this training with recognized industry certifications and regional hiring needs, the College is poised to address employer demand in both residential and commercial HVAC sectors.
- NSF-IPM and BILT Model for Advanced Manufacturing: The College's Advanced Manufacturing and Industry 4.0 programs utilize the Business and Industry Leadership Team (BILT) model, adopted through the NSF-funded IPM (Intelligent Production Manufacturing) initiative. This model ensures that employer voice is embedded into curriculum development and strategic planning. The BILT's introductory meeting included regional companies reviewing curriculum objectives, identifying in-demand competencies, and prioritizing skill sets based on hiring forecasts. By positioning employers as co-creators of instructional design, the College is both responsive and anticipatory in meeting high-skill labor force demands.

The Interim Dean of Health Science confirmed the following on 07.29.25 in relation to the above:

- Jackson College worked with Henry Ford Jackson to implement a Medical Assistant Apprenticeship program. Henry Ford Jackson, along with the Jackson College program director interviewed 6 program candidates. Four were selected to enter into the apprenticeship. Two of the students did not pass the first semester of classes, which left two to finish the program. JC and HF agreed that moving forward, they would select students for the program after they are in the last 7-week classes of their first semester. This will allow the Medical Assistant faculty to make recommendations on students who would be a good fit for the program. The plan is to have a representative of Henry Ford attend the Fall MA course and make offers for students to begin the Apprenticeship in January 2026.

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.

EVIDENCE:

On 08.01.25, the Director of the College's Corporate and Continuing Education department confirmed the following:

- Jackson College has been able to utilize PathwayU to help CTE learners identify which degree and or type of career and internship to pursue. Since its implementation, PathwayU has assisted over 6,553 learners in identifying careers/internships that will bring purpose and to narrow down positions of interest. This Fall we are planning a PathwayU event to assist incoming students with their account setup and equip them with the skills to conduct more specialized career searches that align with their strengths.
- The Employment Hub is in its 2nd year of being able to offer Handshake, an online job board to all registered Jackson College students. This platform came highly recommended by multiple partner companies and other higher educational institutions. Jackson College students can now be linked to over 9,000 jobs near and far in all industries. We continue to work with our local employers to create accounts and post job/internship opportunities for students. We have helped over 30 organizations create new accounts during the 24-25 year.
- The Work-Based Learning Coordinator also provides services through the College's *Employment Hub*, offering learners assistance with internship questions, career-related workshops, resume writing and tips, cover letter assistance, mock interviews, etc. In addition to services through the *Employment Hub*, the College also offers employers Employer Spotlights where they can communicate their employment opportunities to learners and offer on-the-spot interviewing.
- Corporate and Continuing Education (CCE) was honored to present as a best practice partner at the 2025 Michigan Educators Apprenticeship and Training Association (MEATA) Spring Apprenticeship Conference. Known statewide for championing work-based learning, MEATA's annual conference brings together apprenticeship leaders, employers, educators, and policymakers to share strategies and build partnerships. CCE's presentation focused on Jackson College's innovative approach to delivering Related Technical Instruction (RTI), showcasing how the College supports apprentices across a wide range of occupations—including healthcare insights into aligning curriculum with on-the-job learning, fostering employer relationships, and scaling programs to meet regional workforce demands. The experience positioned Jackson College as a model for flexible, student-centered apprenticeship delivery.
- The College's roster of programs are designed to equip students with the critical skills that are in high demand by employers. This includes technical proficiency, problem-solving capabilities, and adaptability to new technologies and methodologies. To ensure that our graduates are job-ready, CCE has implemented rigorous skill performance assessments that measure not only theoretical knowledge but also practical application. These assessments are

continually updated based on feedback from our industry partners, ensuring that our curriculum remains relevant and responsive to the evolving needs of the workforce.

- The College recognizes that many individuals arrive with valuable skills and knowledge acquired through previous work experience, military service, or other educational programs. To acknowledge and build on these experiences, the College has expanded Credit for Prior Learning (CPL) initiatives. This allows students to earn academic credit for demonstrated competencies, reducing the time and cost required to complete their programs. By streamlining the pathway to credentialing, the College is enabling a more agile and responsive workforce pipeline.

The Dean of Workforce, Technical and Professional Education, confirmed the following on 07.27.25.

- The College recognizes that many individuals arrive with valuable skills and knowledge acquired through previous work experience, military service, or other educational programs. To acknowledge and build on these experiences, the College has expanded Credit for Prior Learning (CPL) initiatives. This allows students to earn academic credit for demonstrated competencies, reducing the time and cost required to complete their programs. In 2025, the College launched a new online CPL intake process, accessible through the website, to simplify and streamline the student experience. This centralized system improves transparency, reduces processing time, and makes it easier for students to initiate CPL requests. By modernizing and streamlining the pathway to credentialing, the College is enabling a more agile and responsive workforce pipeline.

The Interim Dean of Health Sciences confirmed the following on 07.29.25.

- The enrollment of the Health Science programs continues to grow with the nursing program accepting more students than they have since pre-Covid. Due to the high demand of health professionals in all areas, all Program Directors are working hard to secure new clinical sites to be able to accept more students, to better meet 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 the employee training, largely through the Michigan New Jobs Training Program.

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.

EVIDENCE:

On 08.01.25, the Director of the College's Corporate and Continuing Education department confirmed the following:

- Working to confirm several Articulation Agreements with partner organizations to assure Jackson College credit such as: AAEJATC, Flight School of Jackson, Jackson Area Manufacturing Association and Michigan Manufacturing Training center.
- CCE has added to their standards an additional Apprenticeship Track, Industrial Maintenance, approved through USDOL. We are now working on promoting this RTI opportunity to further employees for training and workforce support.
- During 2024/2025, The Work-Based Learning Program assisted 60 students in completing internships in Business, Cyber Security, Graphic Design, Networking Specialist, Software Engineering, Accounting, Cloud Networking, and Energy Systems Management. So far 21 experiences have a positive report from the employer. Zero employers have reported a poor outcome.
- The Jackson College Employment PACT was officially initiated in 2023/2024. So far, 30 students have completed the requirements for PACT and received a letter of recommendation with signatures from the president of Jackson College and area employers specifically, 11 for the 2024-2025 year.
- The Career Resource Management Tool, Handshake, has replaced College Central Network. This tool gives students access to over 9 thousand jobs. In 2020 the career assessment tool, PathwayU was brought to JC. Since then, 8,563 accounts have been created and 6,553 students have completed 4 assessments to help them identify purposeful careers. A total of 40 internship sites were visited in effort to maintain current relationships and grow new sites for student opportunities.
- Since April 2023, CCE has sent a total of 26 Monthly Newsletters and has grown our recipient list from 0 to 443 as of 08.01.25. The newsletter is also sent through the Jackson and Lenawee Chambers e-blasts and web banners.
- CCE has also partnered now with MMEA on CDL training. This partnership will allow JC students to use FASFA, MWSE funding and MNJTP funding toward this certification. By offering it through this new partnership we hope to run

- classes every 3 weeks to both JC students and workforce partners.
- On 07.31.25 it was reviewed and confirmed by the Director of Workforce Development that CCE maintains an active catalog of course offerings, available through a variety of delivery methods. CCE collaborates with Ed2G0 to offer online 6-week courses or professional certification trainings. CCE cross-list an average of 10 credit courses each semester based on employer request. Additionally, seminars, workshops, open enrolment, summer youth camps and bootcamp trainings were scheduled regularly, including, but not limited to: EMT-Basic, Teacher SCECHs, Robotics, Production Technician, Medical Assistant, Patient Care Tech, Medical Office Support, Coder Biller and AutoCAD.
 - CCE worked with Technique, Tenneco, Legends, JATA and Henry Ford Jackson, Lenawee Medical to incorporate Jackson College courses. New employees of technique and Tenneco will be trained in either Welding, Prototype or CAD and basic math courses. Additionally, learners will be trained in a Nurse Assistant program for Henry Ford Jackson, Lenawee Medical. And in Technical Skills through the Leading-Edge Series for JATA and Legends Manufacturing. These trainings are funded through MNJTP, Incumbent Worker and Going PRO funds. Participants may later receive credit for the Patient Care or Welding certificates. CCE has enrolled 42 TechniqueU learners into JC courses.
 - As affirmed by the Director of CCE on 08.01.25, the College has, since 10.28.22, through the Michigan New Jobs Training Program (MNJTP), assisted in providing no-cost training resources for eligible employers, including customized training, apprenticeship training, company specific curriculum development, and purchase of industry-specific training equipment. Currently, CCE manages 12 active agreements, with a combined total of over \$7 Million to train 652 eligible positions. As of 06.15.2025, over 300 of these positions have received training. To date, Jackson College has held 26 MNJTP agreements, providing training for over 1,024 positions. Other funding sources made available to employers for training include Going PRO, OJT, IWT, and WIOA, Short term Reconnect and Mi Achievement Scholarships.

The Dean of Workforce, Technical and Professional Education, confirmed the following on 07.27.25.

- Applied Technology Center and Utilities Advisory Committee - Jackson College's new Applied Technology Center is a major investment in regional workforce development, providing state-of-the-art facilities and instructional space for in-demand skilled trades programs. The Center is home to high-priority pathways such as electrical linework, HVAC, and intelligent manufacturing. As part of this expansion, the College hosted its first-ever Utilities Advisory Committee meeting in 2025, bringing together municipal utility leaders, contractors, and regional employers. These partners validated demand for entry-level utility technicians and expressed strong interest in work-based learning collaborations. Their input is directly shaping curriculum, equipment planning, and credential alignment to ensure students are trained

in relevant, job-ready skills that match the current and projected hiring needs of utility providers across the region.

The Interim Dean of Health Sciences confirmed the following on 07.29.25.

- The Health Science department continues to look at ways to provide various training to local employers, not just Henry Ford. We are also working with Center for Family Health as they are looking to get their employees trained as Medical Assistants. This may be in the form of an Apprenticeship or an informal partnership. This is an ongoing discussion. Also, with the completion of the Medical Simulation Center in the Fall, we will be able to provide additional training opportunities to our students, and potentially provide access to medical students of Henry Ford as well.

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 to be successful in starting their own businesses if they are equipped with basic entrepreneurial foundational tools.

2024 EVIDENCE:

The CCE Director, on 08.01.24 confirmed the following:

- a) Jackson College promotional literature and webpage demonstrates the offering of both credit and non-credit programming to encourage and support regional entrepreneurial efforts.

- b) Business learners obtain the necessary skills needed to sustain a business within the business program curricula. These skills include: current marketing strategies including AI applications in business social innovation, understanding the different entrepreneurial marketing strategies, encouraging and incentivizing entrepreneurship, demonstrating an understanding of business accounting principles, budgeting, communicating the different managerial styles in the entrepreneurial field of work, and differentiating the various business legal systems and business implementation.
- c) Outcomes from credit learner surveys (conducted for every class) were used to understand how well the program and instructors were preparing learners for the entrepreneurial workforce. Learners responded positively regarding both their program and instructors. Approximately 89% of learners felt that their instructor was genuinely concerned with their progress in their courses and 90% of the learners felt their instructor communicated a clear understanding of the subject matter.
- d) The credit learners that participated in the survey were asked recommendations regarding the course material and learning content, and 91% indicated "They would recommend this course to another learner."
- e) CCE course completers expressed a need to develop new skills, improve existing skills and wanting to advance in their career.

The College's *Employment Hub* serves as the primary resource for learners seeking guidance and support in their career development and job search endeavors. The Employment Hub offers a range of services to entrepreneurship learners, including:

- a) Workshops regarding internship preparedness, job search tips, cover letter and resume assistance, and soft skills.
- b) Entrepreneurship learners have access to one-on-one appointments with the Work-Based Learning and Career Services Coordinator to discuss any career or Internship questions they may have. The WBL and Career Services Coordinator may recommend that they speak with the Small Business Development Center (SBDC).
- c) Learners are made aware of and invited to any and all networking and career events via marketing communications that the *Employment Hub* operates.
- d) Canvas Course material is continuously made available to learners who are interested in learning more about available jobs and or Internship/Volunteer Opportunities

EVIDENCE:

On 08.01.25, the Director of the College's Corporate and Continuing Education department confirmed the following:

- Jackson College promotional literature and webpage demonstrates the offering of both credit and non-credit programming and lifetime learning to encourage and support regional entrepreneurial efforts.
- CCE course completers expressed a need to develop new skills, improve existing skills and wanting to advance in their career.
 - The College's *Employment Hub* serves as the primary resource for learners seeking guidance and support in their career development and job search endeavors. The Employment Hub offers a range of services to entrepreneurship learners, including:
 - Workshops regarding internship preparedness, job search tips, cover letter and resume assistance, and soft skills.
 - Entrepreneurship learners have access to one-on-one appointments with the Work-Based Learning and Career Services Coordinator to discuss any career or Internship questions they may have. The WBL and Career Services Coordinator may recommend that they speak with the Small Business Development Center (SBDC).
 - Learners are made aware of and invited to any and all networking and career events via marketing communications that the *Employment Hub* operates.
 - Canvas Course material is continuously made available to learners who are interested in learning more about available jobs and or Internship/Volunteer Opportunities

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.

EVIDENCE:

The Chief Strategy Officer, through an internal review in July 2025, verified that Jackson College offers baccalaureate transfer programs aligned with four-year college and university partners. More particularly, college articulation agreements confirm seamless paths between Jackson College associate degrees and bachelor's degrees at baccalaureate granting institutions.

This is a reasonable measure because articulation agreements spell out the required qualifications and skills. All programs need to be aligned to be classified as a transfer program.

- a) As of July 2025, the Chief Strategy Officer confirmed that all transfer information is available on the transfer web page and Jackson College website, as well as linked to the statewide transfer information housed by the Michigan Community College Association.
- b) On 07.29.25, the Chief Strategy Officer confirmed that all transfer information requiring review was evaluated by the appropriate academic departments and faculty, the academic dean, the Registrar, and the transfer coordinator.

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.)

EVIDENCE:

I have affirmed the following as provided below, with specific validations noted:

- a) Evidence of lower cost is provided on page 2 of this report, in the chart titled “Jackson College Tuition Comparison 2024-2025 Academic Year.”

Approximately 85% of learners receive some form of financial aid, including federal, state, and institutional funds, as confirmed by the Chief Strategy Officer on 07.29.25.

- b) Over the past year, learners have had access to course sections in a variety of modalities based on learner need and demand: online asynchronous, online synchronous (virtual classroom), hybrid, and fully seated. Seated sections run at Central Campus, JC @ LISD TECH in Lenawee County, and the LeTarte Center in Hillsdale County. The availability of face-to-face classes serves our tri-county area, and our online classes expand our reach throughout the state and across the country. Non-credit computer training courses were offered online through our partnership with Guangdong Polytechnic College in China. This was confirmed on 07.29.2025 by the Dean of Workforce Development and Continuing Education.
- c) Our three housing facilities provided opportunities for learners to live and learn on campus confirmed in a review of the College website on 07.29.25.
- d) Jets Village Family Residences can provide housing to 6 families and was confirmed in a review of the College website on 07.29.25.

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.

EVIDENCE:

The Interim Dean of Health Sciences confirmed on 07.29.25, that the majority of the technology and equipment purchased for the Medical Simulation Center was purchased through a gift from the Glick Family via the JC Foundation. Their donation has allowed us the ability to create a state-of-the-art Simulation facility, which is set to open in October of 2025.

3.3. 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,

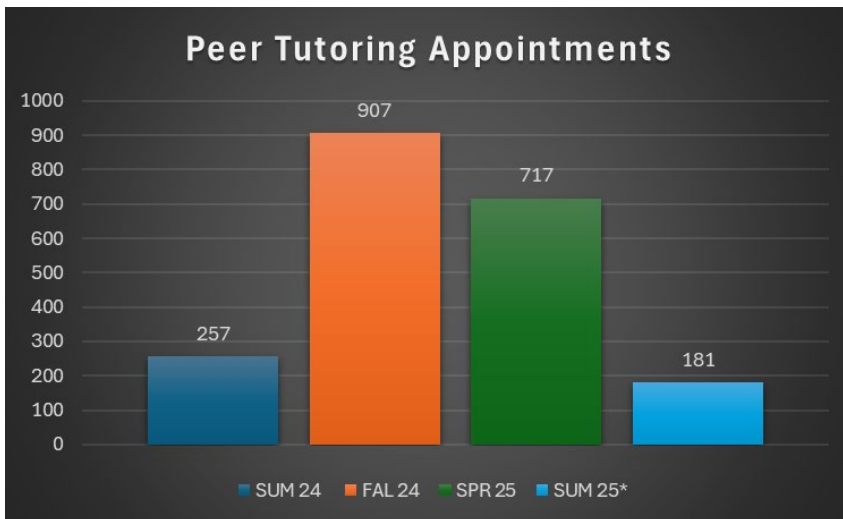
- a) Learners should have access to in-person and online tutoring, a writing lab, math lab, and supplemental instruction (SI) support on the academic side of education; and
- b) Learners should have access to health and food supports.

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.

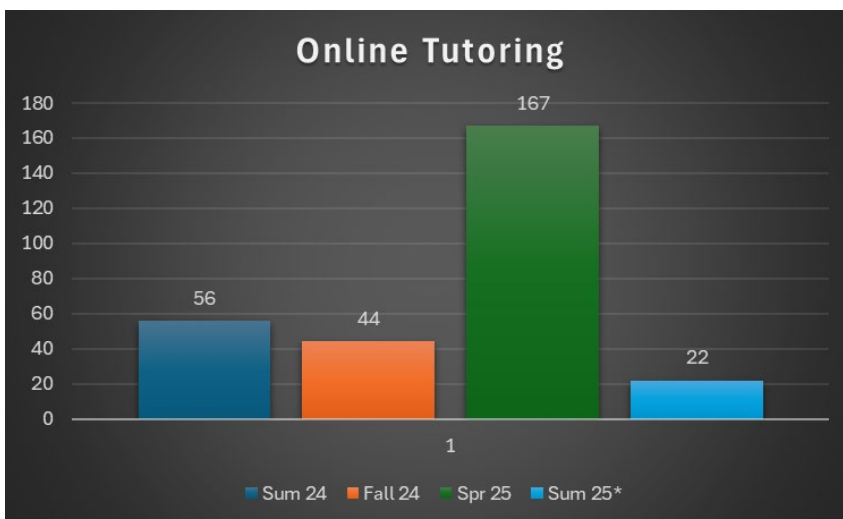
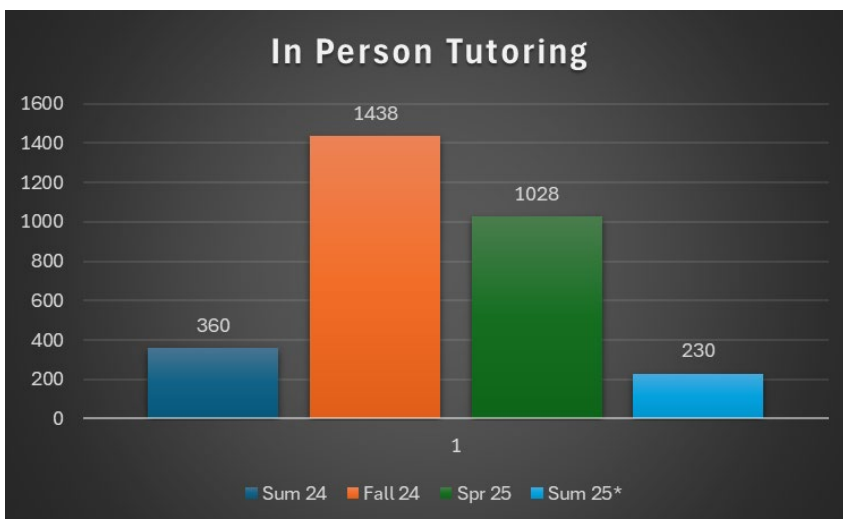
EVIDENCE:

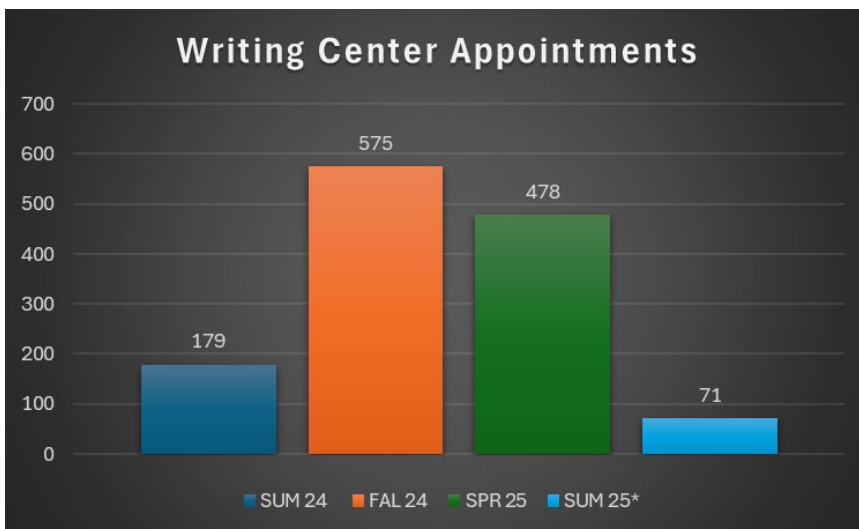
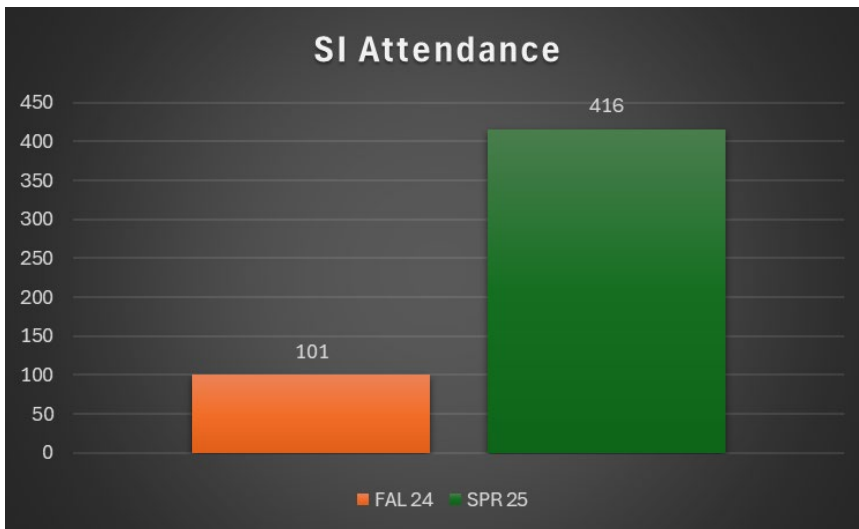
Visits to the areas in the Chief Student Services Officer confirmed, on 08.06.25, that learners use numerous support services to meet their learning needs. The data provided includes use for each of the following areas (see tables below): Tutoring, Supplemental Instruction (SI), Writing Center, Harriet's Hub, Oasis, and JC Health Clinic.

Annual enrolment on the census date for each of these terms were: 2024 Fall 5,234 learners; 2025 Spring 5,518 learners; and 2025 Summer 3,288 learners. This year's headcount was a significant increase over last year's headcount for each of the three terms. Summer 2024 data is included in some charts since the data was not complete at the time of last year's reporting. Additionally, the numbers for Summer 2025 throughout the below tables may continue to grow as the semester comes to a conclusion.

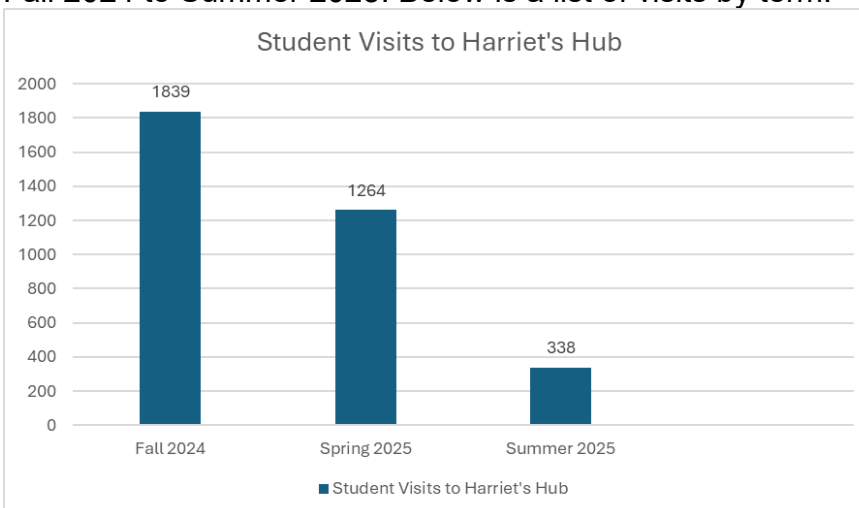


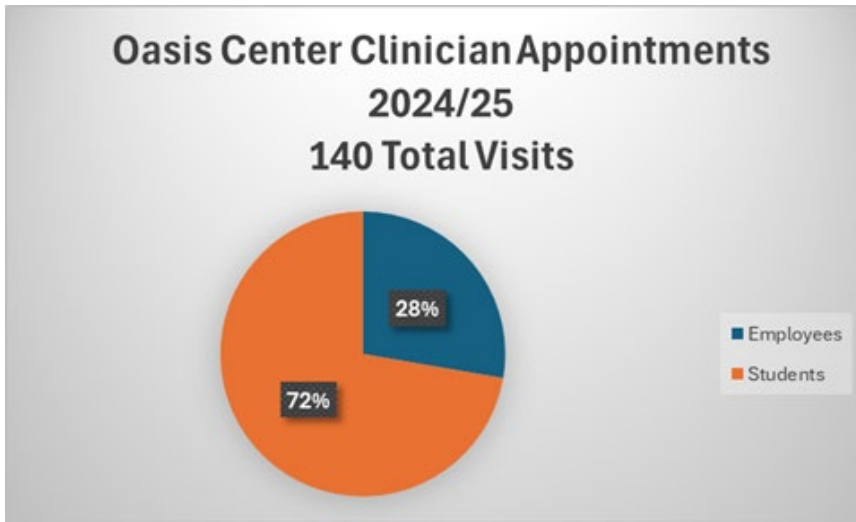
The Center for Student Success provided more in-person tutoring than online tutoring. In-person tutoring accounted for 91.4%, while 8.6% of our students participated in online tutoring.



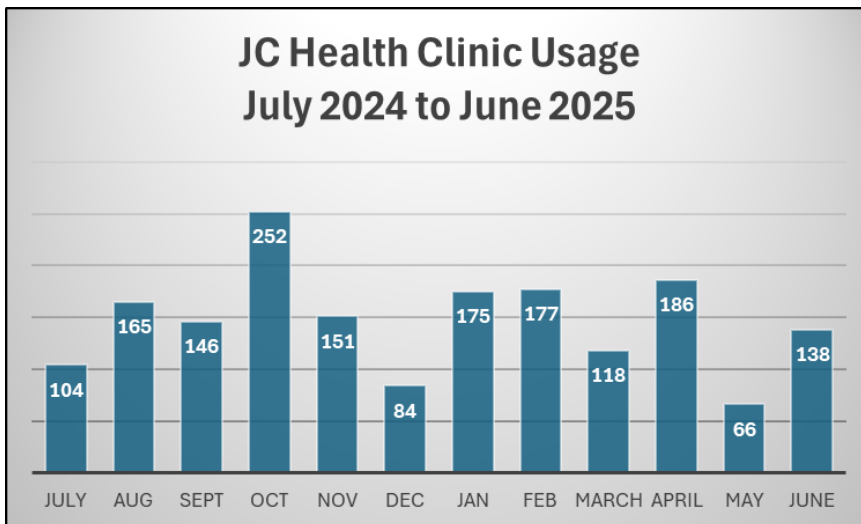


Harriet's Hub, Jackson College's food pantry, had a total of 3,441 student visits from Fall 2024 to Summer 2025. Below is a list of visits by term.





The reasons for visits included feeling overwhelmed by academics, relationships, stress, anxiety, and to a much lesser degree, depression.



The Health Clinic on average saw 150 visits per month, with 70% being students and 30% of visits being staff. The majority of student visits were program physicals, immunizations, sick visits, and sports physicals. The majority of the staff visits were labs, sick visits, routine health maintenance, IYL, and insurance paperwork.



BOARD OF TRUSTEES MEETING
Action & Information Report
 Board Meeting Date: August 11, 2025

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)
<u>EXECUTIVE LIMITATIONS: EL-00 General Executive Limitations</u>
Subject: (Topic or focus for consideration)
7.0 Monitoring CEO Performance 7.2 EL-00 General Executive Limitations – Evidence Review *
Description: (Concise explanation of the issue, item, or proposal)
Attached for your review is the evidence (i.e., Monitoring Report) for EL-00 General Executive Limitations. You will note that my report indicates <u>full compliance</u> according to previously established and approved interpretations. I will respond to any questions you have about the report.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Board assessment of the report for Policy EL-00 for evidence of full compliance with a 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 – 00 General Executive Limitations

[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-00: "General Executive Limitations". 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.

08.11.25

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

Date

INTERPRETATION:

I have interpreted the practices, activities, decisions, and organizational circumstances that appear in the Board's Executive Limitations EL-01 through EL-13 policies, are unlawful and must be avoided. Compliance with those policies, in addition to the items outlined below, will constitute full compliance with EL-00.

The legal context in which the College operates is complex and ever-changing. As such, there may be occasions wherein there is an inadvertent and/or unexpected violation of the law due to the addition of new case law, nuanced interpretations of the law, the increasing litigiousness of society, as well as the potential for inconsistent interpretations of case situations by the courts, judges, and juries. Therefore, Jackson College, potentially could be found noncompliant with law, through no fault of, or intentional action of the Board, the CEO, or College employees.

Beyond this, compliance will be demonstrated when:

- a) Independent legal review of relevant College operations confirms that there has been no intentional violation of relevant laws as they pertain to policies EL-01 through EL-13
- b) There are no material findings discovered in the various auditor's reports.

This is reasonable because it assures that there is objective, third-party review by those with technical and/or legal expertise or knowledge.

EVIDENCE:

- a) The College's Legal Counsel affirmed on 08.04.25 that there are no known intentional violations of known and applicable federal, state, and local laws by the Board, CEO or College employees. Further, the Chief Operating Officer of the College on 07.31.25 confirmed that there have been no material deviations from the faculty or staff union bargained agreements.

Further, the Chief Strategy and Institutional Research Officer confirmed on 07.21.25 that accommodations and resources provided to learners are consistent with those within the higher education ecosystem, are deemed reasonable to provide for their success, and follow all known and applicable federal and state guidelines.

- b) A review of the annual single audit report, which had been presented to the Board of Trustees on 01.13.25, confirmed that that there were no overdue or inaccurate filings of taxes, government ordered payments, or improper investment practices.

Based upon the afore-mentioned evidence, I am reporting full compliance with this policy.

BOARD OF TRUSTEES MEETING
Action & Information Report
 Board Meeting Date: August 11, 2025



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-13 Use of AI & Machine Learning](#)

Subject: (Topic or focus for consideration)

7.0 Monitoring CEO Performance
 7.3 EL-13 Use of AI & Machine Learning – Evidence Review *

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

Attached for your review is the evidence (i.e., Monitoring Report) for EL-13 Use of AI and Machine Learning.

You will note that my report indicates full compliance according to previously established and approved interpretations.

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

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Board assessment of the report for Policy EL-13 for evidence of full compliance with a 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-13 Use of Artificial Intelligence & Machine Learning

[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-13: "Use of Artificial Intelligence & Machine Learning". 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.

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

08.11.25
Date

EXECUTIVE LIMITATIONS STATEMENT:

The CEO shall not cause or allow the use of Artificial Intelligence (AI) and machine learning technologies to deviate from ethical standards, compromise privacy, or fail to align with the Board's Ends priorities and the institution's mission.

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

1. Avoid ethical and legal compliance regarding AI utilization.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

- All AI technologies used by the College meet existing federal and state regulations, and institutional policies related to technology and privacy.
- AI implementations adhere to the AI ethics principles recognized in higher education, such as transparency, fairness, and accountability.

- An institutional AI ethics review protocol is established and applied before any AI deployment.

This interpretation is reasonable because ethical and legal alignment ensures institutional integrity and protects stakeholders from harm, aligning with the Board's commitment to equity and fairness.

EVIDENCE:

Evidence is in reference to an ongoing pilot project with the objective of improving Student Retention and Completion leveraging Learning Management System data and Google AI tools.

As confirmed by the CIO on 07.25.25, this project operates in compliance with the college's established Information Security Policy, which governs all technology projects. Project governance is managed by a multi-stakeholder body that includes the Leadership Council, Information Technology, and Academic representatives, serving as the institution's AI ethics review protocol. This team ensures that the project's design and implementation adhere to all institutional policies and align with recognized AI ethics principles of fairness, transparency, and accountability. Prior to deployment, the initiative will undergo a final readiness and adherence review by the Leadership Council to ensure all ethical and legal standards are met.

2. Neglect protection for individual and institutional privacy and security.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

- AI systems undergo risk assessments to identify privacy vulnerabilities.
- Data used by AI systems is anonymized where appropriate and access is restricted based on roles.
- Security protocols follow the National Institute of Standards and Technology (NIST) or equivalent standards.

This interpretation is reasonable because protecting data upholds individual trust and institutional reputation, foundational to mission-aligned operations.

EVIDENCE:

As confirmed by the CIO on 07.25.25, the initiative is architected on the Google Cloud Platform, which adheres to nationally recognized security standards, including those outlined by NIST. All input and output data related to student learning management system activity is subject to review for adherence to the college's Information Security Policy. To protect individual privacy, processes including data anonymization and masking are executed on sensitive student information before it is used for analysis. Furthermore, access to data within the Google BigQuery environment is strictly controlled through role-based access controls, applying the

principle of least privilege at the dataset, table, and column/row levels to prevent unauthorized access

3. Operate AI systems without transparency and accountability for use.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

- All AI tools in use have publicly available summaries describing their purpose, function, and limitations.
- Designated personnel are accountable for each AI system, with clear reporting lines and oversight.
- Periodic internal reviews or audits are conducted and reviewed by leadership.

This interpretation is reasonable because transparency fosters trust, and accountability ensures AI is used in a way consistent with Jackson College institutional values.

EVIDENCE:

As confirmed by the CIO on 07.25.25, accountability for the Student Retention and Completion AI Initiative is established, with the Chief Information Officer (CIO) holding designated responsibility for the project and its adherence to all relevant policies. The initiative utilizes leading, commercially available AI tools from Google Cloud (BigQuery and Vertex AI), whose purposes and functions are extensively documented. Project scope, objectives, status, and limitations are communicated with transparency during routine leadership meetings, which serve as a mechanism for periodic review and oversight.

4. Fail to consider the impact of AI on education and employment.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

- AI is used to enhance, not replace, the role of educators or support staff.
- Any AI deployment with employment implications is reviewed with HR and union representation as applicable.
- Academic integrity and learning outcomes are maintained or improved by AI use.

This interpretation is reasonable because the College's human capital is essential, and AI must support instructional quality or fair employment.

EVIDENCE:

As confirmed by the CIO on 07.25.25, the guiding principle of this and all initiatives is to enhance, not replace, the vital work of our educators and support staff. The

project is designed to provide faculty and advisors with timely, actionable insights to support student success, thereby improving learning outcomes. The scope and objectives are vetted by a cross-functional AI Committee, which provides broad oversight to ensure the project's goals remain aligned with this principle. This governance structure ensures that the AI is used as a tool to augment the human expertise that is essential to the college's mission. Frequent updates are provided at Cabinet and Leadership meetings.

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

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

- Annual training is offered for faculty, staff, students, and trustees on the responsible use of AI.
- Clear user guidelines are provided with each AI tool.
- Sanctions or remediation measures are outlined for misuse.

This interpretation is reasonable because informed and prepared stakeholders are less likely to misuse AI and more likely to apply it effectively and ethically.

EVIDENCE:

As confirmed by the CIO on 07.25.25, the college has implemented ongoing training activities initiated by the AI Committee. This includes frequent training events held throughout the year and training sessions scheduled during Convocation for all faculty and staff. To ensure continuous access to information, a dedicated AI resource page has been established on the college website. This page is designed to contain training materials, user guidelines, and other resources to promote the responsible and effective use of AI tools across the institution.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 11, 2025



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 / CEO DELEGATION: BCD-04 Monitoring CEO Performance

Subject: (Topic or focus for consideration)

7.0 Monitoring CEO Performance
7.4 CEO Monitoring Compliance Schedule & Summary *

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

Attached is the report that provides the **monitoring compliance schedule**, as well as an **updated summary of my monitoring compliance reports**, presented to the Board over the preceding 12 months with the compliance status noted.

When 'partial compliance' is indicated, the expected date of full compliance is noted. Oftentimes, this is due to factors beyond my control (i.e., timing of data or other documentation).

Also attached for the Board's consideration is a **revamping of the Board's schedule for policy monitoring, policy reviewing, and interpretation assessment**.

Nothing changes for the current Governance Process and Board-CEO Delegation policy schedule.

For the ENDS and Executive Limitations schedule, we have drafted a new model that puts monitoring *before* policy reviewing / assessing interpretations and prompts the Board's policy work to follow this sequence:

1. Monitor a policy
2. Pre-review the policy (1 month after monitoring)
3. Full Board-review the policy (1 month after pre-review)
4. Assessment of the policy interpretations (1 month after full Board-review of the policy)
5. Ideally, allow 9 months for the policy version and interpretations to be used toward achieving compliance.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: August 11, 2025



This flipped sequence allows:

- **The Board to consider policy changes in reaction to recent monitoring.**
- **Administration to set compliance goals at least 9 months in advance of monitoring, which informs strategic planning.**

The Board may decide to adopt this new schedule at this August Board meeting, or discuss this further at the 11.17.25 Board Fall Planning Session.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Consideration of the CEO's compliance to-date and the proposed new schedule for policy monitoring, reviewing, and assessing of interpretations.

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



President/CEO Monitoring Report Compliance

Jackson College

Policy	Date Monitoring Report Presented	Presented as Compliant? Yes/No Partial	Deficient Items?	Expected Date for Full Compliance	Date Deficiencies corrected	Extenuating Circumstances	Board's Formal Judgement
EN – 01 (#1-3) Board's ENDS	8.11.25	Yes	8.14.23: Future monitoring of this report will reflect what <i>increase</i> there has been in the number of learners that complete degrees and obtain industry recognized credentials of value in the workplace.	n/a	n/a	n/a	Compliant 8.12.24
EN – 01 (#4) Board's ENDS	9.9.24	Yes	8.14.23: Future monitoring of this report will reflect what <i>increase</i> there has been in the number of learners that complete degrees and obtain industry recognized credentials of value in the workplace.	n/a	n/a	n/a	Compliant 9.9.24
EN – 01 (#5) Board's ENDS	10.14.24	Yes	8.14.23: Future monitoring of this report will reflect what <i>increase</i> there has been in the number of learners that complete degrees and obtain industry recognized	n/a	n/a	n/a	Compliant 10.14.24



President/CEO Monitoring Report Compliance

Jackson College

			credentials of value in the workplace.				
EL – 00 General Executive Limitations	8.11.25	Yes	n/a	n/a	n/a	n/a	Compliant 8.12.24
EL – 01 Treatment of Learners	10.14.24	Yes	n/a	n/a	n/a	n/a	Compliant 10.14.24
EL – 02 Treatment of Staff	10.14.24	Yes	n/a	n/a	n/a	n/a	Compliant 10.14.24
EL – 03 Planning	6.09.25	Yes		n/a	n/a	n/a	Compliant 6.9.25
EL – 04 Financial Conditions & Activities	11.04.24	Yes	n/a	n/a	n/a	n/a	Compliant 11.4.24
EL – 05 Asset Protection	6.09.25	Yes	n/a	n/a	n/a	n/a	Compliant 6.9.25
EL – 06 Investments	6.09.25	Yes	n/a	n/a	n/a	n/a	Compliant 6.9.25
EL – 07 Compensation and Benefits	1.13.25 & 2.17.25	Yes	n/a	n/a	n/a	n/a	Compliant 2.17.25
EL – 08 Communication & Support to the Board	11.4.24	Yes	n/a	n/a	n/a	n/a	Compliant 11.4.23



President/CEO Monitoring Report Compliance

Jackson College

EL – 09 Organization Culture	1.13.25 & 2.17.25	Yes	n/a	n/a	n/a	n/a	Compliant 2.17.25
EL – 10 Access to Education	2.17.25	Yes	n/a	n/a	n/a	n/a	Compliant 2.17.25
EL – 11 Mission- Support & Entrepreneurial Activity	3.17.25	Yes	n/a	n/a	n/a	n/a	Compliant 3.17.25
EL – 12 Land Use	5.12.25	Yes	n/a	n/a	n/a	n/a	Compliant 5.12.25
EL – 13 Use of Artificial Intelligences & Machine Learning	8.11.25	Yes	n/a	n/a	n/a	n/a	

FY 2026 BOARD POLICY MONITORING, REVIEWING, & INTERPRETATIONS SCHEDULE			
FY 2026 Board Meeting Date	Monitoring Reports Due	Policy Reviews Due () = Trustees Responsible for Recommendations	Interpretations Due
August 11, 2025	<u>Monitor EN-01 (#1-3)</u> Board's ENDS (CSIRO / COS) <u>Monitor EL-00</u> General Executive Limitations (CEO) <u>Monitor EL-13</u> Use of Artificial Intelligences & Machine Learning (CIO)	(Donna Lake & Chris Simpson) <u>Review EN-01 (#4)</u> Board's ENDS <u>Review Bylaws</u> <u>Review BCD-03</u> Delegation to CEO <u>Review BCD-04</u> Monitoring CEO Performance	SKIP TO REARRANGE SEQUENCE
September 8, 2025	<u>Monitor EN-01 (#4)</u> Board's ENDS (CSIRO / COS)	SKIP TO REARRANGE SEQUENCE	SKIP TO REARRANGE SEQUENCE
October 13, 2025	<u>Monitor EN-01 (#5)</u> Board's ENDS (CSIRO / COS) <u>Monitor EL-01</u> Treatment of Learners (COO / CSSO) <u>Monitor EL-02</u> Treatment of Staff (COO)	(Phil Hoffman & Danielle Mackey) <u>Review EN-01 (#1-3)</u> Board's ENDS <u>Review EL-00</u> General Executive Limitations <u>Review EL-13</u> Use of Artificial Intelligences & Machine Learning <u>Review BCD-01</u> Unity of Control <u>Review GP-05</u> Role of Vice Chair <u>Review GP-08</u> Board & Committee Expenses	SKIP TO REARRANGE SEQUENCE
November 3, 2025	<u>Monitor EL-04</u> Financial Conditions & Activities (CFO) <u>Monitor EL-08</u> Communication & Support to the Board (CEO)	(Donna Lake & Chris Simpson) <u>Review EN-01 (#4)</u> Board's ENDS	<u>Interpret EN-01 (#1-3)</u> Board's ENDS (CSIRO / COS) <u>Interpret EL-00</u> General Executive Limitations (CEO)

Jackson College Board of Trustees Meeting - Monitoring CEO Performance

			<u>Interpret EL-13</u> Use of Artificial Intelligences & Machine Learning (CIO)
January 2026	<u>Monitor EL-09</u> Organization Culture (COO / CSSO) <u>Monitor EL-07</u> Compensation & Benefits (COO)	(Teshna Thomas & Matt Heins) <u>Review EN-01 (#5)</u> Board's ENDS <u>Review EL-01</u> Treatment of Learners <u>Review EL-02</u> Treatment of Staff <u>Review GP-13</u> Special Rules of Order <u>Review BCD-02</u> Accountability of the CEO	<u>Interpret EN-01 (#4)</u> Board's ENDS (CSIRO / COS)
February 2026	<u>Monitor EL-10</u> Access to Education (CFO / CSSO) <u>Monitor EL-13</u> Use of Artificial Intelligences & Machine Learning (CIO)	(Donna Lake & Chris Simpson) <u>Review EL-04</u> Financial Conditions & Activities <u>Review EL-08</u> Communication & Support to the Board <u>Review GP-14</u> Handling Operational Complaints <u>Review GP-11</u> Linkage with Ownership <u>Review GP-15</u> Handling Alleged Policy Violations	<u>Interpret EN-01 (#5)</u> Board's ENDS (CSIRO / COS) <u>Interpret EL-01</u> Treatment of Learners (COO / CSSO) <u>Interpret EL-02</u> Treatment of Staff (COO)
March 2026	<u>Monitor EL-11</u> Mission-Support & Entrepreneurial Activity (COO / CFO)	(Phil Hoffman & Danielle Mackey) <u>Review EL-09</u> Organization Culture <u>Review EL-07</u> Compensation & Benefits <u>Review GP-01</u> Governing Style <u>Review BCD-06</u> CEO Compensation <u>Review GP-00</u> Governance Commitment	<u>Interpret EL-04</u> Financial Conditions & Activities (CFO) <u>Interpret EL-08</u> Communication & Support to the Board (CEO)

Jackson College Board of Trustees Meeting - Monitoring CEO Performance

April 2026	<u>Monitor EL-12</u> Land Use (CFLO)	(Teshna Thomas & Matt Heins) <u>Review EL-10</u> Access to Education <u>Review EL-13</u> Use of Artificial Intelligences & Machine Learning <u>Review GP-02</u> Board Job Contributions <u>Review GP-04</u> Role of Board Chair <u>Review GP-10</u> Investment in Governance <u>Review BCD-00</u> Global Board-CEO Delegation Statement	<u>Interpret EL-09</u> Organization Culture (COO / CSSO) <u>Interpret EL-07</u> Compensation & Benefits (COO)
May 2026	<u>Monitor EL-05</u> Asset Protection (CFO) <u>Monitor EL-06</u> Investments (CFO)	(Donna Lake & Chris Simpson) <u>Review EL-11</u> Mission-Support & Entrepreneurial Activity <u>Review BCD-05</u> CEO Succession <u>Review GP-03</u> Board Planning Cycle & Agenda Control <u>Review GP-12</u> Board Linkage with External Organizations	<u>Interpret EL-10</u> Access to Education (CFO / CSSO) <u>Interpret EL-13</u> Use of Artificial Intelligences & Machine Learning (CIO)
June 2026	<u>Monitor EL-03</u> Planning (CFO)	(Phil Hoffman & Danielle Mackey) <u>Review EL-12</u> Land Use <u>Review GP-09</u> Board Code of Conduct	<u>Interpret EL-11</u> Mission-Support & Entrepreneurial Activity (COO / CFO)

BOARD OF TRUSTEES MEETING
Action & Information Report
 Board Meeting Date: August 11, 2025



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
 8.1 Federal Spotlight: Workforce Pell

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

Each month I will provide a brief spotlight on a particular Federal issue. This month, I will offer updates on the Workforce Pell in the Big Beautiful Bill.

Workforce Pell Grants Are Now Permanent and Funded - Short-term Pell Grants are now authorized for programs as short as 8 weeks, provided they are career-focused and aligned with in-demand jobs. This allows students enrolled in non-traditional training programs, such as those in our line technician climb school, water/wastewater management, manufacturing, or Industry 4.0, to receive federal aid.

For Jackson College, this represents a great opportunity for us to expand access to fast, flexible, high-value credentials that meet local and regional workforce needs. It also validates our strategic investments in short-term training infrastructure and partnerships with industry...

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Receive the Federal Spotlight and ask any questions the Board may have.

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: August 11, 2025



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 CEO's Contract
Description: (Concise explanation of the issue, item, or proposal)
As requested by the Board Chairwoman, linked is the CEO's contract, perpetually available to the Board via the Diligent Resource Center.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Receive the CEO's contract.
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: August 11, 2025



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 8.3 Administrative Manual
Description: (Concise explanation of the issue, item, or proposal)
As requested by the Board, linked is the Administrative Manual, perpetually available to the Board via the Diligent Resource Center.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Receive the Administrative Manual.
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: August 11, 2025



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)
<u>EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board</u>
Subject: (Topic or focus for consideration)
8.0 Information Requested by the Board 8.4 Administrative Staffing Update 8.4.1 CAO & CFO Hiring Process Update
Description: (Concise explanation of the issue, item, or proposal)
As requested by the Board, I will provide an update on the CAO and CFO hiring process.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Receive an administrative staffing update.
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: August 11, 2025



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)
<u>EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board</u>
Subject: (Topic or focus for consideration)
8.0 Information Requested by the Board 8.5 Housing Occupancy Rate
Description: (Concise explanation of the issue, item, or proposal)
As requested by the Board, I will provide the current housing occupancy rate.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Receive the current housing occupancy rate.
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: August 11, 2025



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)
<u>EXECUTIVE LIMITATIONS: EL-02 Treatment of Staff</u>
Subject: (Topic or focus for consideration)
8.0 Information Requested by the Board 8.6 Closed Session – Collective Bargaining Negotiations*
Description: (Concise explanation of the issue, item, or proposal)
As provided by Public Act 15.268, Section 8, Sub-section (c) for strategy and negotiation sessions connected with the negotiation of a collective bargaining agreement, I hereby request closed hearing at this time for the above purpose as it relates to the contract negotiations with the faculty union.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Affirm the request and move to closed session.
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: August 11, 2025



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
 8.7 Next Board Meeting Topics

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

This time has been set aside to help the Board anticipate topics for the next regular Board meeting (September 8, 2025). Below are currently anticipated topics. Please feel free to offer other agenda items at this point on the agenda.

- Consideration of State Required Best Practices Resolution
- Policy Review: EN-01 (#5) Board's ENDS
- Policy Review: EL-01 Treatment of Learners
- Policy Review: EL-02 Treatment of Staff
- Policy Review: BCD-01 Unity of Control
- Policy Review: GP-05 Role of the Vice Chair
- Policy Review: GP-08 Board & Committee Expenses
- Interpretations Review: EN-01 (#5) Board's ENDS
- Interpretations Review: EL-01 Treatment of Learners
- Interpretations Review: EL-02 Treatment of Staff
- Evidence Review: EN-01 (#4) Board's ENDS
- CEO Monitoring Compliance Schedule & Summary
- FY '25 Q4 Financial Report
- Federal Spotlight
- College Feature: TBD

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Review currently anticipated topics.

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: August 11, 2025



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)
<u>GOVERNANCE PROCESS: GP-01 Governing Style</u>
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 in order, 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 06.09.25 Regular Board Meeting Self-Assessment Summary. 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.)



Policy Governance Self-Assessment Summary

Board of Trustees

Jackson College

06.9.25 Regular Board Meeting

This self-assessment summary includes responses that Trustees individually provided in writing at the conclusion of the 05.12.25 Regular Board Meeting to the Chief of Staff.

Board Members Present: Trustee Matt Heins, Trustee Philip Hoffman, Vice-Chairwoman Donna Lake, Trustee Danielle Mackey, Chairwoman Sheila Patterson, Trustee Christopher Simpson, and Trustee Teshna Thomas

Board Member Absence: None

1. Did our discussions and decisions at tonight's Board Meeting remain at the governance level and avoid operational interference?

7 Yes 0 No 0 Somewhat
Comments: None

2. Did the Jackson College Board Agenda and subsequent discussions reflect our commitment to governing through policy and staying within our policy framework?

7 Yes 0 No 0 Somewhat
Comments: None

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

7 Yes 0 No 0 Somewhat
Comments: None

4. Did our engagement this evening reflect our fiduciary responsibility and duty to represent the ownership, rather than personal interests or stakeholder pressures?

7 Yes 0 No 0 Somewhat
Comments: None

5. How effective was tonight's meeting in ensuring board discipline, strategic focus, and alignment with our governance role?

7 Very Effective 0 Somewhat Effective 0 Needs Improvement
Comments:
"Great meeting!"
"I really appreciate the simplicity of the explanation of the budget."

BOARD OF TRUSTEES MEETING
Action & Information Report
 Board Meeting Date: August 11, 2025



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
Subject: (Topic or focus for consideration)
9.0 Self-Evaluation of Governance Process & Board Performance at this Meeting 9.1 Principles of Policy Governance 9.1.1 Govern for Impact Conference Takeaways 9.1.1.1 Governance Systems Professional Program Opportunity
Description: (Concise explanation of the issue, item, or proposal)
Vice-Chairwoman Lake and I will share our experience of the Govern for Impact Annual Conference . Additionally, we will describe the opportunity for Trustees to become Governance Systems Professionals .
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Receive information on Govern for Impact experience and opportunity.
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: August 11, 2025



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
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 Chairwoman 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.)

BOARD OF TRUSTEES MEETING Action & Information Report Board Meeting Date: August 11, 2025
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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)
<u>GOVERNANCE PROCESS: GP-13 Special Rules of Order</u>
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.)