Jackson College
Board of Trustees Meeting
Regular Meeting - Monday, August 13, 2018
6:30PM

AGENDA

1.0 Call to Order

2.0 Roll Call

3.0 The Pledge of Allegiance to the United States of America

4.0 Communications
   4.1 Visitor Comments
   4.2 Board Items:
       4.2.1 Conflict of Interest Consideration
       4.2.2 Board Comments
   4.3 Consideration of Minutes:
       4.3.1 Regular Meeting Minutes of July 9, 2018
       4.3.2 Board Retreat Minutes of July 12, 2018
   4.4 Marketing Report
   4.5 College Feature: LeTarte Center Updates, Amanda Janes

5.0 ENDS Performance Report
   5.1 ENDS Board Monitoring Report: Community and Economic Development

6.0 Action Items
   6.1 Second Reading
       6.1.1 Monitoring Presidential Performance
       6.1.2 Policy Governance

7.0 Information Items
   7.1 First Reading
       7.1.1 Delegation to the President
       7.1.2 President’s Job Description
       7.1.3 By Laws
   7.2 President’s Report
       7.2.1 Legislative
           7.2.1.1 Careers Act
       7.2.2 College Items
           7.2.2.1 Upcoming College Events

8.0 Closed Session
   As provided by Public Act §section 8, sub-sections (a) to consider a periodic personnel evaluation of a public officer.

9.0 Return to Open Session

10.0 Action Item
    10.1 Consideration of Presidents Contract

11.0 Adjournment
### Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>4.0 Communications</th>
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<tr>
<td><strong>(BOARD POLICY: GOVERNANCE PROCESS: Governing Style)</strong></td>
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### Executive Summary:

Jackson College Board of Trustee’s Governance Policy requires opportunities for communication with the Board. To that end, the following formal communication opportunities are provided.

- **4.1 Visitor Comments**
- **4.2 Board Items:**
  - 4.2.1 Conflict of Interest Consideration
  - 4.2.2 Board Comments

In addition, the following communications are provided on the agenda for meeting records and other operational communications:

- **4.3 Consideration of Minutes**
  - 4.3.1 Regular Meeting Minutes of July 9, 2018
  - 4.3.2 Board Retreat Minutes of July 12, 2018
- **4.4 Marketing Report**
- **4.5 College Feature: LeTarte Center Updates, Amanda Janes**

### Resource Impact:

=None

### Requested Board Action:

Approval of Board Meeting Minutes

### Action Taken:

=None
The regular meeting of the Board of Trustees of Jackson College was held in the Boardroom on Monday, July 9, 2018 at Jackson College’s Central Campus, located at 2111 Emmons Road, Jackson Michigan 49201.

Chairman Barnes called the meeting to order at 6:30PM Eastern Daylight Time.

**Board Members Present:** Chairman, Sam Barnes; Vice Chairman, John Crist; Trustee, Matt Heins; Trustee, Philip Hoffman; Trustee, Dr. Ed Mathein; Treasurer, Donna Lake and Secretary, Sheila Patterson.

**Others Present:** Dr. Daniel Phelan, Dr. Kate Thirolf, Cindy Allen, Sara Perkin, Darrell Norris, Jeremy Frew, Jason Valente, Lee Hampton, Roxy Meyers, Michael Masters and Sarah Holda.

**COMMUNICATIONS**

**Citizen Comments**
There were no citizen comments.

**Employee Comments**
Dr. Kate Thirolf introduced Nursing Instructor Roxanne Meyers.

**Board Comments**
Chairman Barnes shared that he will now be serving on the Jackson Symphony Orchestra Board. Trustee Lake and Patterson both commented on the positive experience of attending the recent Prison Education Graduation ceremonies.

**Student/Student Government Comments**
There were no student comments.

**Consideration of Minutes**
The minutes of the regular Board meeting on June 11, 2018 were moved into the record by Chairman Barnes on behalf of the Trustees.

**Marketing Report**
Dotty Karkheck, Director of Marketing provided the marketing report.

**ENDS PERFORMANCE MONITORING REPORT**

**Talent Development & Employee Impact Board Monitoring Report**
Cindy Allen, Vice President of Administration, Human Resources and Talent Development presented the Talent Development & Employee Impact Monitoring Report together with highlights of the report on a PowerPoint slide deck and addressed
questions from the Board. A complete copy of the report is located on the Board’s webpage: https://www.jccmi.edu/institutional-research/performance-monitoring/

Treasurer’s Report
Darrell Norris, Vice President of Finance provided an overview of the FY 2018 Q4 Report and addresses questions.

Trustee Crist commented that the audit process is getting underway.

Vice President Norris provided a comprehensive overview of the College’s insurance coverage and addressed questions.

ACTION ITEMS

Consideration of Fall Board Planning Session Date
Proposed dates for the fall planning session were provided for review. 
MOTION BY TRUSTEE CRIST “To approve Wednesday, October 3, 2018 for the Fall Planning Session.” MOTION PASSED UNANIMOUSLY.

Second Reading: Board of Trustees By-Laws
President Phelan presented the Board of Trustees By-Laws. MOTION BY TRUSTEE HEINS “To approve the Board of Trustees By-Laws policy.” MOTION PASSED UNANIMOUSLY.

Consideration of Administrative Personnel Practices Manual
Cindy Allen, Vice President of Administration, Human Resources and Talent Development, gave a brief update on the changes made to the manual. MOTION BY TRUSTEE PATTERSON “To approve the Administrative Procedures Manual as presented.” ROLL CALL VOTE: TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE. MOTION PASSED UNANIMOUSLY.

Jackson College Representative for the Dahlem Center Board
Chairman Barnes asked that if anyone had interest in serving on the Dahlem Center Board, he would be happy to relinquish his position. The Chairman also shared that the Dahlem Center Board has been researching being separate from the College. President Phelan shared that they have become more independent from the College over the years. Additional information will be provided at an upcoming meeting.

INFORMATION ITEMS

Board Policy First Reading Items: Monitoring Presidential Performance and Policy Governance
The Monitoring Presidential Performance and Policy Governance were presented for the Board’s first consideration. The policies was moved to second reading consideration.
President’s Report
President Phelan presented a special state legislature tribute to the Board in honor our 90 years of service. He also provided brief college updates to the Board which included a review of the Governors Marshall Plan, as well as upcoming events. Shane Malmquist, President of JPEC was on hand to provide an update on the Jackson Preparatory & Early College (JPEC) and Jason Valente, President of Jackson College Foundation was on hand to share updates.

CLOSED SESSION
As provided by Public Act §15.268, Section 8, sub-sections (c) for purposes of discussing negotiations of union collective bargaining agreements. MOTION BY TRUSTEE LAKE “To move into closed session for the purpose of discussing the president’s performance.” ROLL CALL VOTE: TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE, MOTION PASSED UNANIMOUSLY, The Board moved into closed session at 7:59PM.

MOTION BY TRUSTEE LAKE “To move back into open session”, TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE. MOTION PASSED UNANIMOUSLY. The Board reconvened to open session at 8:10PM.

ACTION ITEM
Consideration of Approval of Staff Union Contract
President Phelan asked for the Board to consider the staff union contract, as presented. MOTION BY TRUSTEE CRIST “To approve the staff union contract as presented.” ROLL CALL VOTE: TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE. MOTION PASSED UNANIMOUSLY.

ADJOURN
MOTION BY TRUSTEE HOFFMAN “To adjourn.” MOTION PASSED UNANIMOUSLY, Meeting adjourned at 8:12PM.

The foregoing minutes of the regular meeting of the Board of Trustees held on Monday, July 9, 2018 were approved at the regular meeting of the Board held on August 13, 2018.

_______________________
Secretary

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Chairman
The Jackson College Board of Trustees annual Summer Retreat was held on Thursday, July 12, 2018 at the Wickwire House, 1135 Wickwire Road, Jackson, Michigan 49201.

Chairman, Samuel Barnes called the meeting to order at 8:30AM Eastern Daylight Savings Time.

**Board Members Present:** Chairman, Samuel Barnes; Vice Chairman, John Crist; Treasurer, Donna Lake; Secretary, Sheila Patterson, Trustee Matt Heins, Trustee Dr. Ed Mathein and Trustee, Philip Hoffman.

**Others Present:** Dr. Daniel Phelan and Sara Perkin.

**SEXUAL HARASSMENT & ASSAULT POLICY & LEGAL REVIEW**
College Attorney, Bill Abbott was on hand to provide a professional development training on sexual harassment. Additionally, a brief legal review of College matters was provided, as well as an overview on the Dahlem Center property restrictions. Continued board development will be provided each summer on this topic, as well as monthly legal updates will be provided to the Board.

**PUBLIC SUPPORT CONSIDERATION**
President Phelan provided an overview of possible pursuit of millage support opportunities. He also shared that the College has begun conversations with TMP Architecture, the organization that helped the Jackson Public School pass their most recent millage.

**BOARD & EXECUTIVE FUNCTIONING/YEARLY MEETING SCHEDULE**
President Phelan shared that he has been working with the Leadership Council to ensure proper protocols are followed during board meetings. In addition, he shared that employment ‘category three’ employees will be asked to attend board meetings in the future.

The Board members indicated that they do not need to see comprehensive annual budget details at future meetings. Regarding the Administrative Manual, only an addendum on compensation and benefits will need to be shared going forward. In addition, the president indicated that the Board packs will be kept to a manageable size (approximately 30 pages or less, with essential URLs).

Discussion around improvements to the Board’s agenda occurred, specifically: to have visitor comments instead of categorized student and employee comments. Discussion was also held regarding the yearly meeting schedule to ensure this is still meeting the needs of the Board. Possible changes discussed included eliminating the July and
December meetings and moving the Maher hosted meeting date to November. These changes will be brought forward during the August board meeting for consideration. The Board agreed that attending the ACCT National Legislative Summit is still of importance.

**CAMPUS MALL PROJECT**
President Phelan provided an overview of the Campus Mall Project, as well as answered questions. President Phelan also shared an update on partnering with Cypress Creek as a teaching/test site for a photovoltaic solar array.

**PUBLIC SCHOOL ACADEMIES PLANNING**
President Phelan provided an update on the JPEC building. Trustee Heins expressed concerns related time the President and his administrators are using for the project. President Phelan also provided an update on DaVinci.

**MENTAL HEALTH AWARENESS**
Sarah Sabin from Family Services and Children’s Aid was on hand to provide an update on the Oasis Center activity and provide information about mental health in the community and services available. Trustee Hoffman shared that he would appreciate the Mental Health First Aid training for the Board. President Phelan will look into the Employee Resource Network and additional staffing through the Family Services organization.

**BLUE OCEAN STRATEGY/ENVIRONMENTAL CONSIDERATIONS**
Conversation was held around exploring blue oceans at the College as we consider our future markets. President Phelan shared that we are looking at all of our programs to see where demand is, as well as wage information. Conversation is being had about making changes to the program review process as well. Regarding the book, Trustee Hoffman would like to look at the subsequent Blue Ocean Shift book. Discussion was had around reaching our non-customers.

**BENCHMARKING**
President Phelan shared with the Board that we are working with Lorain County Community College to set up a benchmarking opportunity. President Phelan asked if the Board prefer meeting during ACCT or schedule a separate trip to benchmark. The consensus is that we will attempt to set something up during ACCT. Trustee Mathein asked if there is a similar Board not in higher education we could benchmark against.

**PLUS-DELTA**
Plus comments included the mental health presentation as well as the update on the campus mall project and the legal update. Trustee Hoffman commented that some additional improvements are needed for the main entrance area. President Phelan shared that planning is underway to make improvements to all of the athletic fields. Trustee Hoffman appreciates concluding the meeting by 3:00pm. Heins commented that he appreciated the food, the content and the book but would like to get the book a little more in advance.
Meeting adjourned at 2:33PM.

The foregoing minutes of the Board of Trustees Retreat was held on Thursday, July 12, 2018 were approved at the regular meeting of the Board held on August 13, 2018.

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Secretary

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

Subject to be Discussed and Policy Reference:

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<thead>
<tr>
<th>5.1 Community and Economic Development Board Monitoring Report</th>
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<td>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</td>
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Enclosed is the Community and Economic Development Board Monitoring Report. This new report will provide a look at how the college plays a role in the community and the impact on economic development. This includes a look at employee volunteer time, our impact on Prison Education and income data in the tri county area we service.

Jason Valente, President of the Foundation, the author of this new report, will be on hand to present this report and address any questions you have. He really did a nice job on the development of this Monitoring Report.

Resource Impact:

None

Requested Board Action:

None

Action Taken:

None
Monitoring Report
Community and Economic Development
August 13, 2018

Presented To:
President Dr. Daniel J. Phelan
Jackson College Board of Trustees

Presented by:
Jason H. Valente, MS, CFRE
President, Jackson College Foundation
Prefatory Section:

As described in the Board ENDS and Institutional Monitoring Policies, the President will provide monthly reports to the Jackson College Board of Trustees which enable the Board to engage in formal monitoring and inspection of the College’s performance in essential areas. The key performance area for this month’s review is a new report, the inaugural Community and Economic Development Monitoring Report.

The Community and Economic Development report provides an in-depth look at how the College adds to the economic, social and cultural vibrancy to the region vis-a-vis Key ENDS metrics. This report primarily focuses on the economic impact to students and the region, as well as the community and social benefits the College contributes to the region and State.

Executive Summary:

The cultivation and creation of new talent in a community driven by education and learning at the College can lead to entrepreneurial innovation, improve community health, reduce crime, add civic engagement of the citizenry, and enhance the quality of life in the region. Moreover, the College’s involvement in training and development activities of area employers can support employee and employer retention and recruitment. Furthermore, the mere existence of the College adds to the economic and cultural vibrancy of the region. The following metrics are examined in this report:

- **Stakeholder ROI:** Includes data on student, taxpayer and government return on investment of funds spent on Jackson College;

- **Economic Impact:** Includes data on College spending in the region, the number of educational ‘completers’ added to the workforce, as well as the impact of alumni productivity and income to the region. Also included are data on the number of students who do not continue their studies;

- **Reduced Social Costs:** Includes data on reduced costs to society in terms of healthcare, social support programs, crime and productivity;

- **Community Benefit:** Includes data on employee community service, cultural engagement, community participation and corporate responsibility; and

- **Workforce Training and Economic Development:** Includes data on the number of companies and individuals participating in corporate and continuing education opportunities, as well as participation in the Michigan New Jobs Training Program.

Jackson College fuels the region’s economic engine by adding more than a thousand skilled graduates to the workforce annually. Through the comprehensive launch of Competency Based Education (CBE) model, the College is demonstrating its commitment to responding to industry needs and recognizing that often students bring content mastery to the table upon entering the College. The College is
supplying graduates who demonstrate relevant subject matter mastery as determined by research and dialogue with industry leaders.

Through the College’s Corporate and Continuing Education (CCE) division, local business and industry can access hundreds of training opportunities and customizable programs. Through the Michigan New Jobs Training Program (MNJTP), Jackson College has 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. To date, Jackson College has held 19 agreements, totaling $7.7 million. The economic impact of this program in the region is nearly $59 million dollars using the standard economic multiplier.

The service area likewise benefits from the College’s diverse cultural offerings. In many respects the College serves as the cultural hub of the region. Nearly 50,000 patrons visit the Potter Center each year, including more than 6,000 school-aged children. Thousands of families have participated in the annual Halloween Spooktacular, and the annual Easter Egg Hunt. Additionally, more than a hundred community organizations and nonprofits rent College facilities at discounted rates. These discounts alone contribute a community benefit of more than $100,000 annually. Real estate companies, economic development organizations and employers use the College’s cultural attractions as a quality–of-life recruitment tool to the region.

Institutional Context:

The College has doubled down on its efforts to serve the “whole student” through the Total Commitment to Student Success (TCS²) initiative. This guiding philosophy is the institutional ‘North Star’ which directs all interactions and decisions we make. Through the Board’s support, the College has invested heavily in building the Student Success Navigator (SSN) model to improve comprehensive student experiences, grow retention and improve completion. This relationship-based model is designed to provide a single point of contact for all students, identify potential problems early, and create customizable educational plans to provide the greatest likelihood of success.

The College’s Leadership Council has been working for several years with innovation expert, and author, Saul Kaplan, and his Business Innovation Factory in Providence, Rhode Island. This relationship has resulted in a refined focus on “the job to be done” (i.e., why our students hire us). This focus has resulted in a commitment to prototyping initiatives to determine scalability before launching viable initiatives. The President and Board of Trustees have also set the “90/80/70” retention/completion initiative (90% retention term-to-term, 80% retention Fall to Fall and 70% completion) as an achievable goal. Relatedly, the College Leadership Council have been conducting extensive research on the student experience to better understand their experiences and particular needs. Both the Leadership Council and the Board have engaged in additionally related professional development with publications such as Competing Against Luck, by Clayton Christiansen, and Blue Ocean Shift/Strategy by W. Chan Kim and Renée Mauborgne.
Enrollment, retention and particularly completion are critical to the economic sustainability of the region. This is true not only in terms of employability, income, tax revenues and quality of life, but also in terms of employer sustainability, economic growth, reduced social costs and burdens, and improved socioeconomic trajectories for generations of families. The College is embarking on an enhanced focus of the human-centric elements that often cause students to discontinue their studies.

In the past, the College had in place child care services and student emergency funds. Recently the College expanded its services to encompass the “whole student” by adding the Health Clinic, The Oasis, the Dental Clinic (Fall 2018) and the JC Food Pantry. Research and in-depth dialogue with front line employees is providing insight into our next focus, food and housing insecurity. The degree to which we can lessen the impact of outside forces impeding on student’s ability to continue their studies, the greater likelihood of persistence and success. Some our focus in this area has been guided by national research, including that undertaken by Sara Goldrick-Rab, [http://wihopelab.com/publications/Wisconsin-HOPE-Lab-Still-Hungry-and-Homeless.pdf](http://wihopelab.com/publications/Wisconsin-HOPE-Lab-Still-Hungry-and-Homeless.pdf) a report that shows that nationally, 56% of community college students struggle with food insecurity and 46% of the nation’s community college students struggle with housing insecurity.

External Context:

The College faces a number of headwinds as it charts its preferred future. Chief among the concerns includes the pipeline of future students. A growing percentage of the region that is aging, coupled with receding birthrates, is decreasing the traditional enrollment pipeline of the College. Jackson College has been actively seeking to ameliorate the impact of our changing regional demographics by diversifying our enrollment base in a number of ways including student housing to attract out-of-region students, international student efforts, and the Prison Education Initiative to name but a few examples.

<table>
<thead>
<tr>
<th>Age Cohort</th>
<th>2017 Population</th>
<th>2022 Population</th>
<th>Change</th>
<th>Change %</th>
<th>% of 2017 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5 years</td>
<td>17254</td>
<td>17992</td>
<td>738</td>
<td>4.00%</td>
<td>5.71%</td>
</tr>
<tr>
<td>5 to 9 years</td>
<td>17555</td>
<td>17482</td>
<td>-73</td>
<td>0.00%</td>
<td>5.81%</td>
</tr>
<tr>
<td>10 to 14 years</td>
<td>18635</td>
<td>17748</td>
<td>-887</td>
<td>-5.00%</td>
<td>6.16%</td>
</tr>
<tr>
<td>15 to 19 years</td>
<td>19830</td>
<td>18235</td>
<td>-1595</td>
<td>-8.00%</td>
<td>6.56%</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>19220</td>
<td>17207</td>
<td>-2013</td>
<td>-10.00%</td>
<td>6.36%</td>
</tr>
<tr>
<td>25 to 29 years</td>
<td>18652</td>
<td>17596</td>
<td>-1056</td>
<td>-6.00%</td>
<td>6.17%</td>
</tr>
<tr>
<td>30 to 34 years</td>
<td>17520</td>
<td>19724</td>
<td>2204</td>
<td>13.00%</td>
<td>5.79%</td>
</tr>
<tr>
<td>35 to 39 years</td>
<td>17332</td>
<td>17156</td>
<td>-176</td>
<td>-1.00%</td>
<td>5.73%</td>
</tr>
<tr>
<td>40 to 44 years</td>
<td>17335</td>
<td>17342</td>
<td>7</td>
<td>0.00%</td>
<td>5.73%</td>
</tr>
<tr>
<td>45 to 49 years</td>
<td>19594</td>
<td>16823</td>
<td>-2771</td>
<td>-14.00%</td>
<td>6.48%</td>
</tr>
<tr>
<td>50 to 54 years</td>
<td>21092</td>
<td>19087</td>
<td>-2005</td>
<td>-10.00%</td>
<td>6.98%</td>
</tr>
</tbody>
</table>
The demographic challenges noted in the chart above also impact the workforce. Already there are significant shortages in skilled trades and other manufacturing fields and low unemployment rates are compounding the talent wars. The College has a prime opportunity to fill the gap that exists in filing jobs for our region. The College is pursuing a number of initiatives to increase retention and improve completion, including Competency Based Education, (CBE) seven-week semesters, JAC3, and the Jackson County Early College. Further, through the CCE division, the College is active in partnering with local business for training, providing work-based learning opportunities for students and bringing training funds to the region through MNJTP.

In the demographic challenge rests an opportunity. Research shows larger numbers of older workers staying in the workforce longer than previous generations. Increased opportunities will exist to train the aging workforce for meaningful employment. Longer life expectancies, lower savings rates, and decreased pension and retirements are creating a pool of experienced individuals who need work later into their lives. CCE has an opportunity to serve one of the only growing demographics in the region, through continuing education offers, job training or personal enrichment.

Another threat facing the region as it relates to filling jobs in manufacturing and the trades, is the often fragmented, siloed and duplicative efforts of organizations focused on providing their own brand of training. These efforts vie for limited financial resources and human capital. Industry is tired of turf wars and is desperately interested in getting workers spoiled up and into positions. The College has been involved in discussions aimed at combining resources and aligning efforts to efficiently and effectively spur sustainable economic growth.

Gallup’s Jim Clifton, author of The Coming Jobs War states “the next economic breakthrough will be due to the combination of the forces within cities and powerful local leaders…the feat these leaders have to pull off is doubling their entrepreneurial energy by aligning all their local forces.” Jackson College President, Daniel Phelan has been an advocate for aligning local forces for more than seventeen years. As Chairman of the Board of Directors of the Enterprise Group, Dr. Phelan has been tireless in his efforts to bring about alignment and momentum to regional economic development. The only way to meet industry demand is to work together and align offerings.

Relately, the College is also mindful of rising prices of energy costs, to say nothing of the impact of global warming and environmental sustainability. To that end, the College is currently exploring alternative power generation options so as to be totally
energy independent of traditional grid systems. Indeed, the College is currently installing a prototype photovoltaic system that will be researched, as well as used for instructional program delivery. A broader PV option will be presented to the Board for consideration in 2019. The College is also improving its recycling efforts and is eliminating all plastic and Styrofoam from its food service programs. These, and related efforts not only reduce the College’s carbon footprint, but also improves its Triple Bottom Line (People, Plant, Profit) position, not to mention its TBL leadership in the community. Optimally, the College hopes to reduce its energy and related costs by over $1 million dollars per year.

**Institutional Performance Reporting:**

**Economic Impact**
For more than twelve years, Jackson College has partnered with EMSI of Moscow, Idaho, (https://www.economicmodeling.com/company/) a premier econometric modeling organization, to research and enumerate the economic impact of the College in its service area. Since at least 2006, the College has worked with EMSI on a triennial basis to calculate the College’s economic contribution and impact to the region. The last report was in completed 2015 using data from the 2013-2014 fiscal year. The College is in the process of initiating the 2018 study, the results of which will be including in the 2019 Economic and Community Development Monitoring Report.

EMSI’s proprietary econometric modeling process has continually been refined over the past twelve years making direct comparisons of data from past reports difficult. However, several key calculations have remained static. The College has seen increases in the overall economic impact to the region over the past six years with total economic value (value of College labor and nonlabor spending and former student income) increasing to more than a third of a billion dollars in 2015.

The total economic impact of the College to the region (value added, and sales attributed to the College and its former students) totaled **nearly $400 million in fiscal year 2013-2014.** Additionally, as the College has added housing units to its portfolio of student services, there has been a steady increase of spending in the local economy by out of area students to over $800,000 in 2015. Further, since 2009, the College and its former students accounted for an average of 2.93 percent of the total Gross Regional Income of the service area. The College will undertake a new EMSI study during FY '19.

**Student ROI**
Students see a clear and compelling case for investing in their education at Jackson College. In 2015, students who earned associate degrees could expect to see an average beginning income of $41,900, which was $8,200 more than individuals with only a high school diploma can expect to earn. Further, since 2006, students see the average number of years to recuperate the costs of their education (cost associated with school and associated income lost by attending classes instead of working) remain under a decade at 8.78 years. Students also see a favorable average benefit to cost ratio of $4.78 for every $1 spent, and an average return of 16.73 percent on their investment over the past twelve years.
**Taxpayer ROI**
Local communities and the State of Michigan also see a positive return on investment on funds invested in the College. Since 2009, taxpayers have seen, on average, $12 of value for every $1 spent on Jackson College. An educated populace produces significant savings to society. Prior to 2015, EMSI calculated social savings based on the current value of savings in health care, smoking cessation, crime, and utilization of social service programs (welfare, unemployment benefits, etc.) in the year of the report. Using that methodology, Jackson College provided an annual social benefit that averaged $1.8 million a year. Further, the State continues to reap these rewards into the future as **an average of 97% of Jackson College students stay in the State of Michigan**.

In 2015, EMSI changed its formula for calculating social savings attributed to the College. The new model added the value of increased productivity and reduced absenteeism gained through education, and its inverse impact on costs to society. Using the new model, the social savings attributed to Jackson College in 2015 was $22.2 million.

**Prison Education Initiative (PEI)**
The addition of the College’s Prison Education Initiative to the 2018 EMSI study will also provide a demonstrable increase to Jackson College’s social benefits to the State of Michigan. Research by the VERA Institute for Justice indicates that participants in prison education programs are 43 percent less likely to recidivate after release. The State of Michigan spends more than $36,000 a year to house one inmate. An investment in prison education returns to State taxpayers a benefit to cost ratio of $5 for every $1 spent.

Jackson College has been a national leader in providing higher education access and opportunity to incarcerated students for many years. More recently, in 2016, as part of the Obama Administration’s “Second Chance Pell Pilot Program” Jackson College was selected by the United States Department of Education, together with 66 other higher education institutions nationally, to provide post-secondary education, supported by Pell Grants, to 1,305 inmates throughout Michigan – the largest Pell Grant allotment given to any higher education institution nationwide.

At present, the College’s PEI program educates over 600 student–inmates and offers opportunities to earn college credit toward a Business Administration Certificate, Business Administration Associate in Applied Science, Associate of Arts, and an Associate in General Studies degree. Through a recently signed agreement with the MDOC, it is possible that this number may be doubled for FY ‘19. The College President continues to work in Washington DC and in Lansing, Michigan to advance the permanency of Pell Grant access for incarcerated persons. The VERA Institute for Justice cited the following key results in its entitled, *“Expanding Access to Postsecondary Education in Prisons”*:

**Public safety**: Incarcerated people who participate in prison education programs are **43 percent less likely to recidivate** than those who do not. Fewer crimes and less rule-breaking on post-release supervision lead to fewer crime victims and enable probation and parole agencies to concentrate their resources on their riskiest supervisees.
Facility safety: Prisons with college programs have fewer violent incidents, creating safer working conditions for staff and safer living environments for incarcerated people.

Preparing for post-release jobs and successful reentry: By 2020, 65 percent of jobs will require postsecondary education and training beyond high school. However, only 11 percent of incarcerated people in state prisons and 24 percent of those in federal prisons have completed at least some postsecondary education.

Taxpayer savings/Return on investment: Every dollar invested in prison-based education yields $4 to $5 of taxpayer savings in reduced incarceration costs.

Stronger families and communities: When parents—including those who are incarcerated—complete college, their children are more likely to do so, thereby disrupting the typical cycle of poverty and incarceration. (Vera, January 2017 Fact Sheet)

Community Benefit: Community Service

Our employees are the heart of our enterprise and Jackson College continues to be a source of positive conversation for the community service that our employees perform. The College has been intentional about creating opportunities for employees from across the enterprise to work together in service of others. This is achieved in a variety of ways, but primarily through community service projects conducted as part of the Spring and Fall Convocation, called ‘Jackson College Serves’. Spring Convocation includes an afternoon spent volunteering at local elementary schools, while Fall Convocation is spent volunteering at local community nonprofit organizations.

Over the past two years, Jackson College employees have volunteered more than 1,000 hours a year through Convocation service projects. According to Independent Sector, a national membership organization which represents nonprofits, foundation and other community organizations; the value of a volunteer hour performed in 2018 is $24.69. As such, Jackson College employees, through Convocation service projects alone, have provided more than $50,000 in valuable service to the community over the past two years.

We also know that Jackson College employees give of their time and talents outside of the two Convocation service projects. In July 2018, the President’s Office conducted a survey of Jackson College employees to gauge their community service activity outside of work. The survey found:

<table>
<thead>
<tr>
<th>169</th>
<th>Employees Responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>87%</td>
<td>Participate in Community Service</td>
</tr>
<tr>
<td>226</td>
<td>Organizations are Served by JC Employees</td>
</tr>
<tr>
<td>9,425</td>
<td>Hours Volunteered</td>
</tr>
<tr>
<td>$232,703</td>
<td>Value of JC Employee Volunteer Hours</td>
</tr>
<tr>
<td>77%</td>
<td>Took place in the Service Area</td>
</tr>
</tbody>
</table>
### Cultural Hub for the Arts and Crucial Conversations

For more than 40 years, the Potter Center, at Jackson College, has been the cultural hub for arts and entertainment in southcentral Michigan, bringing tens of thousands of patrons to the Jackson area. The Potter Center theaters are the premier performing arts venues in the area. There are no other theaters that provide the combination of seating capacity, acoustical quality and amenities that the Potter Center offers. Additionally, the renovation and creation of the Myers Family Art Gallery features a stunning gallery in which local artists can share their work with the region.

Nearly 50,000 patrons visit the Potter Center each year, including more than 6,000 school-aged children. The venue is host to the Front Porch Concert Series, Community Concert Band, is the performance home to the Jackson Symphony Orchestra, the Michigan Shakespeare Festival, Miss Jackson Crossroads, and Center Stage Jackson. Thousands of families have participated in the Halloween Spectacular, and the annual Easter Egg Hunt.

In addition, more than a hundred various organizations and individuals rent the facilities with a community benefit alone of more than $100,000 annually. Real estate companies, economic development groups and large employers use the cultural attractions as a recruitment tool to the region. Additionally, the average attendance for the Bravo Series, the premier entertainment series of the College, has continued to grow in each of the last four years.

![](chart.png)

In terms of other value, the College serves as a hub of crucial community conversations and dialogue through our Office of Multicultural Relations. The College has been a leader and host of the annual Jackson County Drug Summit, African American Male Summits, Domestic Violence Forum, MLK Dinner and Award Ceremony, Black History Month, Hispanic Heritage Celebration, and the Native American Heritage Celebration.
**Corporate Responsibility**
Additionally, as was highlighted in the July 2018 Talent Development and Employee Impact Monitoring Report, Jackson College is intentional in stewarding its role as a responsible and responsive corporate citizen. This is accomplished and demonstrated a variety of ways:

- President Phelan’s leadership in the Enterprise Group, Anchor Initiative and other community redevelopment efforts;
- President Phelan is working with organizations to expand wind and solar generation options for the Central Campus to reduce our carbon footprint;
- Installation of a $100,000 back-feed electrical protection system with the sole purpose of protecting the electrical service of those around us;
- Annual Health and Wellness Screenings offered to the community at no cost;
- Sponsorship of dozens of community organizations through cash donations, donations of services, event tickets, and reduced fees for facility rentals;
- Designated “Disaster Relief Center”;
- Designated “Community Cooling and Heating Shelter”;
- Sustainable dining hall practices to reduce waste; and
- Sustainable building practices include LEED certified buildings and LEED modeled construction and materials.

**Customized Workforce Training**
Corporate and Continuing Education (CCE) collaborates with economic and workforce development partners to better serve employers in Jackson, Hillsdale, and Lenawee counties. CCE offers a variety of services to employers, including innovative training solutions, grant information, and acting as a liaison between community partners, resources, and internal college programs. As companies expand and diversify, having a pulse on the business community allows CCE to be proactive and demand-driven in its training approach.

During the 2015-2016 fiscal year, CCE offered twenty-nine customized trainings for seven employers, reaching 262 (duplicated) employees. During the 2016-2017 fiscal year, CCE offered twenty-two customized trainings for six employers, reaching 241 (duplicated) employees. During the 2017-2018 fiscal year, CCE offered eleven customize trainings for six employers, reaching 110 (duplicated) employees. In addition, CCE provided curriculum development services for employers.

**Continuing Education**
In addition to customized workforce training, CCE offers employers and community learners a broad selection of occupational and continuing education options in industry pre-certification courses, license renewal continuing education units, personal enrichment, and general workforce trainings. Most popular courses include real-estate and human resources pre-licensure, advanced manufacturing, electrical and teacher CEUs, supervisory skills training, and truck driving. To increase outreach, CCE offers both online and in-person training programs. During the 2015-2016 fiscal year, CCE served 75 community learners. During the 2016-2017 fiscal year, CCE served 139 community learners. And, during the 2017-2018 fiscal year, CCE served 112 community learners.
Furthermore, CCE works closely with Michigan Works! Southeast (MW!SE), the Jackson County ISD, Jackson Area Manufacturers Association, and Workforce Intelligence Network to provide training through various grant opportunities. Currently, CCE is offering FANUC® Robotics Training through the America’s Promise Advance Michigan Catalyst Grant, Production Technician Training through the Families Forward Demonstration Project Grant, and Manufacturing Bootcamp Training through a Region 9 Prosperity Grant. CCE has also worked closely with MW!SE to bring Adult Education and High School Equivalency (formerly known as GED) opportunities to Jackson College campuses.

The Michigan New Jobs Training Program
Through the Michigan New Jobs Training Program (MNJTP), Jackson College has 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. To date, Jackson College has held 19 agreements, totaling 7.7 million dollars. Currently, CCE manages eleven open agreements, with a combined total of 3.4 million dollars and 423 eligible positions for training.

Due to contract inactivity or company downsizing, five contracts have been cancelled before the agreement term date and three agreements successfully termed, providing training for 79 positions. Industries served include Manufacturing, Healthcare, Information Technology, and Engineering. Recently, CCE worked closely with an employer to purchase manufacturing equipment that will return to the college upon agreement completion to be used to train the workforce in robotics, CNC, and production. CCE worked with the Michigan Community College Association to formalize the equipment purchase agreement language and implement a best-practice moving forward.

Free College Day
On July 8, 2017, CCE hosted the first annual Free College Day on Central Campus, from 10am – 1:30pm. The event featured a variety of engaging 45-minute sessions taught by JC faculty and staff, including Cyber Security, What to Expect in College, Homemade Pasta Cooking Demo, Intro to World Travel, Cheese Making, Genealogy, World Travel, Automotive Shop Experience, Drones, Hands-Only CPR, Yoga and more. In addition, community members were invited to explore campus through activities offered in the Quad, such as alumni guided tours, selfie-stations and free hot dogs provided, grilled, and served by the Leadership Council. Free College Day had 230 duplicated pre-registrations for the eleven scheduled sessions, and an estimated attendance of 145 duplicated participants. Session surveys were completed by 126 participants, of which 91% responded that they have never attended the Easter Egg Hunt, and 96% responded that they have never attended the Halloween Spooktacular, creating a new opportunity for community exposure to the College. Our second annual Free College Day took place on August 4, 2018.

Work-based Learning Program
The Work-Based Learning Program fully launched in the winter semester of 2018. Since this launch, twenty students have participated in internships throughout the community in companies including Consumers Energy, Cascades Humane Society, University of Toledo, Grey Castle Security LLC, Arable Solutions, and Chelsea
Milling Co. Participating students represented programs such as Agriculture, Graphic Design, Culinary, Sports Management, Accounting, Administrative Assistant, Cyber Security, Computer Programming/Networking, and Business. In the fall of 2018, the WBL requirement will be present for the associate degrees in the Skilled Trades/Agriculture Pathway and Business/Computer Pathway. Therefore, we will see an increase in student participation as they move through their chosen program in the coming years.

**CCE Apprenticeship Liaison Services**

CCE frequently serves as an apprenticeship liaison for various industry partners, employers, faculty, and grants, linking opportunities for Jackson College to be the Related Technical Instruction (RTI) provider or responding to employer inquiries. Currently, Jackson College works with industry to provide credit-bearing RTI for electrical apprentices, who are registered under the Jackson Area Manufacturing Association (JAMA), the United Auto Workers (UAW) or under a Sponsoring Industry Employer. Depending on the Standard requirements, the electrical apprentices earn between 27 to 30 credits.

In addition, the UAW recently added Jackson College RTI for Industrial Systems, comprising of 38 credits to serve area employers. JAMA frequently incorporates Jackson College classes through their various registered apprentice occupations, as well as through the JAC3 partnership to serve area youth. Recently, Jackson College joined as an Associate Partner for the Advance Michigan Center for Apprenticeship Innovation (AMCAI), under the Department of Labor, American Apprenticeship Initiative (AAI) grant.

**Metrics:**

Determining metrics and the availability of data to compile this annual report will be a work in progress. One of key foci of this report is the economic impact of the College in the region. Naturally, we want to benchmark our performance against other organizations to determine our effectiveness. In the *2009 EMSI Economic Contribution of Jackson Community College Report*, the organization cautions against this, stating:

“Although the reports generated for JC are similar to those prepared for other colleges, the results differ widely. These differences, however, do not necessarily indicate that some colleges are doing a better job than others. Results are a reflection of location, student body profile, and other factors that have little or nothing to do with the relative efficiency of the colleges. For this reason, comparing the results between colleges or using date to rank colleges is strongly discouraged.” (EMSI 3)

The College’s results reflect its regional microcosm and its particular economies, workforces, geographies and demographics. Even comparing the College’s economic impact data from previous reports requires looking at the key national and global events during the timeframe of the report. For example, there is a notable difference in economic impact before and after 2008. Not only is this a function of the great recession globally, but also locally in terms of job losses, under employment,
wage stagnation, etc. The economic impact surveys always need to be considered in the micro and macro contexts in which they occurred.

<table>
<thead>
<tr>
<th>Economic Impact Indicators</th>
<th>2009</th>
<th>2012</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Year Data Set</td>
<td>(FY 2007-2008)</td>
<td>(FY 2010-2011)</td>
<td>(FY 2013-2014)</td>
</tr>
<tr>
<td>College contribution to service area Income (Labor and Non-Labor income)</td>
<td>$24,100,000</td>
<td>$30,900,000</td>
<td>$32,300,000</td>
</tr>
<tr>
<td>Non-resident student spending in local economy</td>
<td>$255,200</td>
<td>$676,200</td>
<td>$815,948</td>
</tr>
<tr>
<td>Taxpayer return for every $1 spent supporting JC</td>
<td>$11.00</td>
<td>$12.80</td>
<td>$12.40</td>
</tr>
<tr>
<td>Total economic impact of JC in region</td>
<td>$324,700,000</td>
<td>$266,582,000</td>
<td>$254,200,000</td>
</tr>
<tr>
<td>Number of years for students to recover education costs at JC (including wages given up while attending classes instead of working)</td>
<td>9.30 Years</td>
<td>8.80 Years</td>
<td>9.00 Years</td>
</tr>
<tr>
<td>% of regional economy income generated by JC former students</td>
<td>3.00%</td>
<td>3.30%</td>
<td>2.50%</td>
</tr>
</tbody>
</table>


Goals for the next 12-month Period:

The Community and Economic Development Monitoring Report is based on work by many areas of the College, as opposed to a specific department or division. As such, the goals for the upcoming twelve months are tied primarily to specific initiatives of other areas. Goals for the next twelve months include the following:

- Senior executives actively participate and provide leadership to align community resources around skilled trades training, apprenticeships and related educational offerings;
- Conduct the 2018 EMSI Jackson College Economic and Community Benefit study;
- Implementation of CBE and seven-week semesters;
- Through TCS², continue the focus on the whole student, and initiate an emphasis on programs that provide life sustaining wages; and
- Continue to focus and push the “completion agenda”, improved retention and completion rates, and lower discontinuation rates.
Conclusion/Judgement:

The premise of this report is that the cultivation and creation of new talent in a community, driven by education and learning at colleges can lead to entrepreneurial innovation, improve community health, reduce crime, and add civic engagement of the citizenry. Moreover, the College’s involvement in training and development activities of area employers can support employee and employer retention and recruitment. Furthermore, the mere existence of the College adds to the economic and cultural vibrancy of the region.

The College is successful accomplishing its role as an economic engine in the region, fueled not only by the productivity of its hundreds of thousands of former students but also through its operations, a steadfast focus on its mission and TCS², and active leadership in community redevelopment. The College’s economic impact to the region is nearly a third of a billion dollars. Investment by taxpayers and students reap substantial rewards. Students are seeing increased return on investment through higher earnings, improved standards of living and relevant educational competencies. Additionally, the College is investing hundreds of thousands of dollars annually to ensure their success. The implementation of the Student Success Navigator model, seven-week semesters and other initiatives, coupled with the focus on the whole student will result in a portfolio of services that provide a level of care unheard of in other organizations.

Taxpayers are seeing increased rewards through social savings and increased property and income tax revenues. The community benefits through a wide variety of diverse cultural experiences particularly as a result of the Potter Center performing arts venues and the Office of Multicultural Relations. Local nonprofits are also the beneficiaries of hundreds of thousands of dollars’ worth of volunteer time and expertise as JC employees give so generously to their causes.

Employers in the region will continue to see increased offerings designed to specifically meet their needs. This is accomplished through the alignment of educational resources, open, honest and responsive dialogue focused on their needs and the marshalling of resources to accomplish the job to be done. The College is actively advancing these initiatives, born out of local and national research, by launching CBE, seven-week semesters, work-based learning, JAC3, skilled trades training, apprentices, and MNJTP. The College must be responsive and follow through on its commitments in order to continue the goodwill it has built.
Appendix:

*Number of awards conferred by year and degree type*

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>% 1-yr Change</th>
<th>% 5-yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors (BS)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Associates (AA, AS, AGS)</td>
<td>197</td>
<td>232</td>
<td>208</td>
<td>118</td>
<td>222</td>
<td>332</td>
<td>33%</td>
<td>43%</td>
</tr>
<tr>
<td>Applied Associates (AAS) Certifications</td>
<td>526</td>
<td>398</td>
<td>383</td>
<td>261</td>
<td>383</td>
<td>423</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>Concentrations</td>
<td>263</td>
<td>250</td>
<td>222</td>
<td>199</td>
<td>143</td>
<td>147</td>
<td>3%</td>
<td>-41%</td>
</tr>
<tr>
<td>Skill Sets</td>
<td>97</td>
<td>52</td>
<td>48</td>
<td>25</td>
<td>26</td>
<td>41</td>
<td>37%</td>
<td>-21%</td>
</tr>
<tr>
<td>Total</td>
<td>1198</td>
<td>1011</td>
<td>958</td>
<td>692</td>
<td>841</td>
<td>1080</td>
<td>22%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Source: Frozen file of Awards Conferred. Operational definition: Number of degrees, certificates, concentrations and skill sets awarded during an academic year (SP, FL, WN).

*JC Students Overall Enrollment Status from Original Start Cohort*

Source: Jackson College IR department, July 2018
**TO:** Jackson College Board of Trustees  
**FROM:** Dr. Daniel J. Phelan, President  

<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Second Reading:</td>
</tr>
<tr>
<td>6.1.1 Monitoring Presidential Performance</td>
</tr>
<tr>
<td>6.1.2 Policy Governance</td>
</tr>
<tr>
<td><em>(BOARD POLICY: MONITORING: Policy Governance)</em></td>
</tr>
</tbody>
</table>

**Executive Summary:**

The enclosed policies are presented for the Board’s second reading consideration. All input to-date from the Board of Trustees has been incorporated in the policies presented, and recommendations for changes are highlighted in color for ease of review. There have been no additional changes proposed since the previous board meeting wherein this policy was proposed for consideration. The following URL’s below may be helpful in referencing the existing policy.

- Monitoring Presidential Performance
- Policy Governance

**Resource Impact:**

None

**Requested Board Action:**

Approval of revised policy recommendations.

**Action Taken:**

MOTION BY TRUSTEE CRIST “To approve the Monitoring Presidential Performance and Policy Governance policies.” **MOTION PASSED UNANIMOUSLY.**
Board Policy

Policy Type: Board-Staff Relations
Policy Title: Monitoring Presidential Performance
Policy Number: 0103
Date Adopted: 11/1/1994
Version: 7
Review Cycle: Annually
Date Last Reviewed: 8/14/2017
Office Responsible: President
Reviewing Committee: Board of Trustees
Related Policies: Delegation to the President, President’s Job Description
Related Laws:

Policy Summary: Monitoring Presidential Performance

Monitoring executive performance is synonymous with monitoring organizational performance against the College’s strategic plan, board policies, and ENDS, and executive limitations. The Board will monitor the President’s performance in a manner so as to have systematic assurance of achievement of the aforementioned areas policy compliance, including accomplishment of ENDS.

Policy Statement:

The purpose of executive monitoring is simply to determine the degree to which the President/CEO is fulfilling the Board’s expectations as set forth in its governing policies. Only information that enables the Board to assess accomplishment of ENDS and compliance with executive limitations is considered relevant in the evaluation of the President/CEO. To that end, the following guidelines shall be taken into consideration:

1. The formal evaluation of the president’s performance shall be conducted annually at the August board of trustees meeting. Consequently, the President’s contract year shall be established as Sept. 1 to Aug. 30.

2. A given policy or ENDS goal may be monitored in one or more of the following ways.

   a. Internal Reports: Disclosure of compliance information to the Board from the President. Internal reports include:

      i. Institutional data collection
      ii. Financial reports
      iii. Strategic planning reports
      iv. President’s quarterly report
      v. CEO certification and executive limitation compliance
      vi. CEO and CFO audit certifications
vii. Policy governance ENDS monitoring reports
viii. College balanced scorecard

b. *External Reports:* Disclosure of compliance information by a disinterested, external auditor, inspector, judge, or another person or entities external to the institution, and who is selected by, and reports directly to the Board. Such reports must assess CEO performance only against policies of the Board, not the external party, unless the Board has previously indicated that party’s opinion to be the standard. External reports include:

i. Audit reports
ii. Licensing examination results
iii. Accreditation reports
iv. Transfer data
v. Michigan accountability data
vi. Federal accountability data

c. *President’s Report:* The President conveys to the board, *annually and in writing,* policy interpretations, as well as compliance information, relevant to the policy under review. As appropriate in a given context, the President may present information to establish the reasonableness of his or her interpretation.

d. *Direct board inspection:* Direct board inspection involving discovery of compliance information by a board member, a committee or the Board as a whole. This is an inspection of documents, activities or circumstances directed by the Board, which allows a test of policy compliance.

3. In every case, the Board collectively will judge whether (a) the President’s interpretation is reasonable and (b) whether data suggests the President’s interpretation demonstrates reasonable accomplishment of, or compliance with, board priorities and policies.

4. Interpretations determined by the Board to be unreasonable, or data determined not to demonstrate reasonable compliance with Board ENDS priorities and policies, as reasonably interpreted, will be subject to a remedial process or plan agreed to by the board.

5. The Board may choose to monitor any policy by any method at any time, but will ordinarily follow an annual review of each ENDS policy and related monitoring report.

6. Policies can be monitored by any method at any time, except each ENDS and Executive Limitations policy which will be monitored by the board at regularly scheduled times pursuant to a schedule agreed to by the Board of trustees.
7. The Board will have a formal evaluation of the president in August of each calendar year. The evaluation will be based primarily on a summary and review of the Board's judgment of the president's performance, per the criteria outlined above, over the preceding twelve months.
Policy Summary: Policy Governance

The mission of all higher education institutions, including Jackson College, is to embrace the charge of imparting knowledge and experience, as well as enhancing the development and success of the whole student. The College’s appraisal of its success with the aforementioned charge is obtained through the disciplined and regular collection and review of performance information, as part of the Board’s policy governance structure. This appraisal is also vital for determining progress on the College’s strategic plan, identified action projects, quality improvement efforts, and ultimately, for making informed decisions.

As defined by John Carver, Policy Governance is an integrated set of concepts and principles that describes the job of the governing board. It outlines the manner in which the Board can be successful in their servant-leadership role, as well as in their all-important relationship with the administration. Its approach to the design of the governance role is neither structural nor piecemeal.

This policy ensures, through evidence that both the Board and President/CEO operate within the principles of Policy Governance.

Policy Statement:

The Board directs the President to provide the combination of community college site visitations, a monitoring reports, policy reviews, and desk reviews as part of the board’s continuous improvement of its practice of Policy Governance. Site visits are to be conducted every three years; each monitoring report is reviewed annually and a complete review of the nature and structure of the board monitoring reports is conducted every five years. Specifics of this evaluation are outlined below:
1. Site visit: Every three years, the Board of Trustees will undertake a targeted evaluation of another community college that is making use of Policy Governance. The College will attempt to provide arrange for a site visit to a peer community college utilizing the Policy Governance methodology to serve as a benchmarking opportunity. Alternatively, the Board can meet with peers on other occasions to undertake the benchmarking process.

2. Desk review: Every year, as part of the Board’s fall planning session, the Board will conduct an analysis in print, online, or via another media, for benchmarking purposes, of a peer community college that uses Policy Governance methodology.

3. Policy review: Each year, the Board will review its Policy Governance policies for currency and relevance to their responsibility as trustees according to Michigan law.

4. Governance structure review: Every five years, during the fall planning session, the Board will undertake a fundamental review of the Policy Governance process in terms of its efficacy, continuous improvement interests, and achievement of its mission.

5. Board evaluation: Each year the Board of Trustees will engage in a self-evaluation regarding its adherence to the principles of Policy Governance.
<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 First Reading</td>
</tr>
<tr>
<td>7.1.1 Delegation to the President</td>
</tr>
<tr>
<td>7.1.2 President’s Job Description</td>
</tr>
<tr>
<td>7.1.3 By Laws</td>
</tr>
</tbody>
</table>

*(BOARD POLICY: MONITORING: Policy Governance)*

Enclosed are policies presented for your initial, first reading consideration. Where possible, I have conducted a benchmarking review of peer institutions that utilize policy governance, and noted recommendations for change. Following conversation at the Board Retreat, the By Laws policy is bring brought forward with proposed changes to eliminate the July and December regular meetings.

Proposed changes are indicated in color. The following URL's may be helpful to you in referencing existing board policies.

- [Delegation to the President](#)
- [President’s Job Description](#)
- [By Laws](#)

**Resource Impact:**

None

**Requested Board Action:**

Consideration of advancing the policies to the second reading.

**Action Taken:**

Policies moved to second reading status.
Policy Governance Domains

Board Policy

Policy Type: Board-Staff Relations
Policy Title: Delegation to the President
Policy Number: 0101
Date Adopted: 11/1/1994
Version: 7.0
Review Cycle: Annually
Date Last Reviewed: 9/11/2017
Office Responsible: President’s Office
Reviewing Committee: Board of Trustees
Related Policies: President’s Job Description
Related Laws:

Policy Statement: Delegation to the President

All board authority delegated to staff is delegated through the president, so that all authority and accountability of staff, as far as the board is concerned, is considered to be the authority and accountability of the president.

Thus, the board must abide by the following guidelines:

1. The board will direct the president to achieve certain results through the creation and implementation of ENDS policies. The board may limit the latitude the president may exercise in practices, methods, conduct and other means through establishment of executive limitations policies.

2. As long as the president uses any reasonable interpretation of the board's ENDS and executive limitations policies, the president is authorized to establish all further institutional policies, make all decisions, take all actions, establish all practices and develop all activities.

3. The board may change its ENDS and executive limitations policies, thereby shifting the boundary between board and presidential domains. By so doing, the board changes the latitude of choice given to the president. However, as long as a policy is in effect, the board will respect and support the president's decisions that conform to that policy.

4. Only decisions of the board, acting as a body, are binding upon the president.

   a. Decisions or instructions of individual board members, officers, or committees are not binding on the president except in rare instances when the board has specifically authorized such exercise of authority.

   b. If board members or committees request information or assistance, without Board authorization, the president can refuse such requests that require, in the President's
judgment, a material amount of staff time, or funds, or that cause a disruption.

5. The president shall apply to the board for a waiver of a board policy if the president deems a waiver is in the best interest of the College. A waiver, if granted, shall apply to the specific instance only.
Policy Statement: President’s Job Description

The president is the chief executive officer (CEO) of the College. The president is the board's single official link with the operating organization. The president is accountable to the board acting as a body. The board will instruct the president through written policies that delegate implementation to the president. The president's performance will be considered synonymous with the organizational performance of the College as a whole.

The president's responsibilities can be summarized as mandatory performance in three areas:

1. Organizational accomplishment of the board's policies on ENDS.

2. Achievement of the College’s strategic plan.

3. Organizational operation within the boundaries established by board policies on executive limitations.
Policy Summary:

Bylaws are essential for effective operation of the Jackson College Board of Trustees. Generally, the bylaws serve to establish the name of the organization, how the college is governed, the requirements for membership, offices that may be held, the titles and responsibilities for said offices, as well as the means by which the offices are to be assigned. Furthermore, the bylaws define how its meetings are conducted, and how often meetings are held. Finally, the board’s bylaws constitute legal guidelines for the work of the board and are focused only on the highest level of governance issues.

Policy Statement: Bylaws

The enclosed bylaws 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 legal 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 education laws. He or she shall appoint all committees 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.

   c. The Treasurer shall perform other such duties as designated by the board.

   d. The Secretary shall sign all legal documents as authorized by the board.

4. Duties of Board Liaisons
   i. The Board of Trustees shall establish and appoint Liaisons as needed to assist the Board in undertaking its work. The following Liaisons and relevant duties are established: The Assistant Treasurer shall receive, hold in custody and expend all funds as directed by the Board and President. The Assistant Secretary shall keep record of all meetings, post all legal notices and perform such other duties as designated by the Board.

5. Removal of Officers
   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.

6. Meetings
   All meeting locations are properly noticed in accord with the prescription of law. With the exception of February, all 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. The February board meeting will be held on the first Monday of the month. No further notice of such meetings shall be required to be given to the members of the board.

   a. Regular Meetings
      Regular meetings of the board of trustees shall be held at the following locations for the months, days, and times noted:

      Jackson College, Central Campus  January, February, March,
      2111 Emmons Road               May, June, July, September,
      Jackson, MI 49201               October, November
Potter Center board room

Jackson College @LISD Tech Campus  April
1376 North Main Street
Adrian, MI 49221

Jackson College, LeTarte Campus  August
3120 West Carleton Road
Hillsdale, MI 49242

Jackson College, Maher Campus  December
3000 Blake Road
Jackson, MI 49201

b. 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 meeting.

Service of the notices shall be accomplished by:
   i. 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, as above prescribed, may be made by a member of the Board,
the secretary of the board, and any employee of the board or other person
as directed by the Board Chairman.

c. Attendance at Meetings
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 shall be permitted under the following
circumstances:

   i. A quorum of the Board shall be physically present at the meeting
      location;

   ii. Electronic participation must be approved by the majority of the
       Board;

   iii. Where a board member (or members) is unable to attend a meeting
       due to circumstances beyond his or her control;

   iv. In such circumstances, telephone conference call participation or
       participation by other electronic means must be conducted by using
two way speaker phones or other electronic devices that allow all other board members and the public to hear all of the caller’s comments and votes;

v. All votes during a telephone conference call, meeting or through the utilization of other electronic communication, shall be taken by roll call. The board member must identify themselves verbally over the phone speaker system before each roll call vote; and

vi. Board members may not participate remotely in closed sessions.

d. Place of Meetings
All meetings of the Board will be held within the College service area of Jackson, Lenawee and Hillsdale counties.

e. 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.

f. Time Limit
The 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 adjourned or special meetings.

7. Electronic Communications
Neither the board collectively nor its individual members may engage in electronic communications for the purpose of making a decision 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 applies at all times, including by way of example and not limited during the course of board meetings.

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.

8. Committees of the Board
   a. Standing Committee
      The board of trustees shall have a standing audit committee.
   b. Special Committee
The Board of Trustees shall authorize such special committees as are deemed necessary. A special committee shall report recommendations to the board for appropriate action. A special committee shall be dissolved when final action on its report is taken by the Board.

9. Minutes of Proceedings
   a. Minutes of the proceedings of the previous meeting shall be prepared by the Assistant Secretary 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 approved by the Board and signed by the Chairperson and the Secretary.

   c. All motions shall be accurately and completely recorded. The names of those who make motions and those who vote yeas and nays shall be recorded.

   d. The official minutes shall be bound and kept in the President's office of the College as well as posted on the College website.

10. Records Available
    All records of the Board of Trustees shall be available to citizens for inspection at the office of the president during regular office hours.

11. 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 date.

12. Compensation and Expenses
    No member of the Board of Trustees may receive any compensation for any services rendered to the district. Expenses of Board Members will be reimbursed in accordance with College policy.

13. 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.

14. Order of Business
    The following is the prescribed outline of the meeting agenda for regularly scheduled Board meetings:

       1.0 Call to order
2.0 Roll call

3.0 The Pledge of Allegiance to the United States of America

4.0 Communication
4.1 Citizen-Visitor comments
4.2 Employee comments
4.3 Board comments
4.3.1 Conflict of interest recognition
4.2.2 Board Comments
4.4 Student/Student Government comments

5.0 ENDs performance reporting
5.1 Monthly monitoring reports
5.2 Treasurer’s report [quarterly and annual]

6.0 Action items

7.0 Information items

8.0 Closed session [as needed]

9.0 Adjournment

15. Amendments
These bylaws may be amended at a meeting of the Board by a majority of the members of the board.

16. Rules of Order
The latest edition of Robert’s Rules of Order: Procedure for Small Boards shall govern the board in its deliberations, except where it is inconsistent with these bylaws or any applicable law. All members of the board may vote on matters to be decided by the board unless excused by law.

17. Citizen Participation
The Board of Trustees shall solicit the advice and counsel of citizens in planning, direction-setting, evaluation of and operating the College. Meetings of the Board of Trustees shall be open to the public. All citizen communications to the Board of Trustees shall be addressed to the Board of Trustees. Citizens who wish to present any matter of concern to the College shall make a written request to the Assistant Secretary to the Board of Trustees on the speaker request form prior to the meeting. This shall be considered under the “communication” section of the
agenda. The Board may, in case of emergency, by majority vote, give visitors who have not presented a written request an opportunity to present matters of concern to the Board. The Chairperson shall allot a visitor, at the appropriate time, not more than five minutes, unless the time is increased or decreased by a majority of the Board.

18. Conflict of Interest
All members of the Board shall disclose any direct or indirect interest they may have in any proposed contract with the district, or in any action or situation in which they have a direct or indirect conflict of interest.

   a. In the event of any duality of interest, or possible conflict of interest on the part of any governing Board Member, that member shall abstain from voting.

   b. The foregoing requirement shall not prevent the governing Board Member from stating his or her position in the matter, nor from answering pertinent questions of any other Board Members since his/her knowledge may be of assistance.

19. Governance Methodology
   a. The Jackson College Board of Trustees shall generally utilize Policy Governance (also known as the Carver Model of Governance) practices in undertaking its work as members of the board.
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
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<tbody>
<tr>
<td>7.2 President’s Report</td>
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<tr>
<td>7.2.1 Legislative</td>
</tr>
<tr>
<td>7.2.1.1 Careers Act</td>
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<tr>
<td>7.2.2 College Items</td>
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*BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board*

I will provide an update of significant legislative matters as well as major college initiatives and a review of upcoming events.

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<th>Resource Impact:</th>
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<th>Requested Board Action:</th>
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<td>None</td>
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<th>Action Taken:</th>
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<td>None</td>
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Dear President Phelan,

I’m writing to share some great news: legislation I championed to help school districts and community colleges hire more career counselors was signed into law yesterday by President Trump. My bipartisan Careers Act passed as part of the reauthorization of the Carl D. Perkins Career and Technical Education Act that passed unanimously out of the Senate.

Earlier this year, Congress passed a spending bill that included $1.2 billion for career and technical education. My legislation will allow school districts and community colleges to use some of this funding to recruit and retain career counselors who can put students on a path towards a rewarding career in manufacturing and the skilled trades as well as a four-year degree.

I introduced this bill because I heard from you, and many others who attended my roundtable discussions throughout the state, that too many students and parents in Michigan are unaware of opportunities for good paying jobs in the professional trades where you can graduate with no debt. Increasing the number of career counselors focused on the skilled trades will help to make sure all young people have the opportunity and skills they need to get a good-paying job.

The Careers Act is part of my New Skills for New Jobs Agenda, which focuses on expanding career paths for every young person and filling the demand of Michigan businesses who are ready to hire.

I am proud to be your partner in this effort, and I look forward to continuing to work with you on this and other issues critical to Michigan.

Sincerely,
Debbie Stabenow
United States Senator

This message was sent to: PhelanDanielJ@iccni.edu. If you would prefer not to receive updates like this in the future, please click here, which will take you off the list for future updates from my office.

U.S. Senator Debbie Stabenow
The United States Senate • Washington, DC 20510

stabenow.senate.gov
Board Participation Sign Up Sheet

Please review the following list of JC & Community Events where your participation is encouraged.

- **LeTarte Center Patio Party**
  Thursday, August 23, 2018
  5pm
  LeTarte Center/Hillsdale

- **Jackson College’s Fall Convocation**
  Tuesday, September 18, 2018
  8am – 4pm
  Baughman Theatre (morning) and Community Service Projects (afternoon)

- **Hispanic Heritage Celebration**
  Thursday, September 20, 2018
  12 – 1pm
  Potter Center Patio

- **NAACP’s Freedom Fund Banquet**
  Sunday, October 14, 2018
  5pm
  Gene Davis & Son’s Banquet Facility

*Tickets are often required to these events so please RSVP to Sandra Phelan at 796-8473 at your earliest convenience.*
Subject to be Discussed and Policy Reference:

8.0 Closed Session  
(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)

Executive Summary:

As provided by Public Act §15.268, Section 8, sub-section (a) to consider a periodic personnel evaluation of a public officer.

I hereby request closed hearing at this time for the above purposes. I anticipate this discussion to take about 15 minutes. This requires an individual vocal affirmation.

Resource Impact:

None

Requested Board Action:

None

Action Taken:

**MOTION BY TRUSTEE HOFFMAN** “To move into closed session for the purpose of discussing the president’s performance.” **ROLL CALL VOTE: TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE, MOTION PASSED UNANIMOUSLY,** The Board moved into closed session at 7:21PM.

**MOTION BY TRUSTEE HOFFMAN** “To move back into open session”, **TRUSTEES HOFFMAN, PATTERSON, CRIST, BARNES, HEINS, MATHEIN AND LAKE VOTING AYE. MOTION PASSED UNANIMOUSLY.** The Board reconvened to open session at 7:42PM.
Subject to be Discussed and Policy Reference:

10.1 Consideration of Presidents Contract

*(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)*

Executive Summary:

This time on the agenda has been set aside for any needed discussion related to the Presidents evaluation and consideration of his contract.

Resource Impact:

None.

Requested Board Action:

Consideration of Presidents Contract

Action Taken:

No action taken at this time.