Jackson College  
Board of Trustees Fall Planning Session  
November 6, 2020  
Time: 8:30am  
Zoom  

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am</td>
<td>1.0 Call to Order</td>
</tr>
<tr>
<td>8:31am</td>
<td>2.0 Trustee Declarations per Act No. 228, Public Acts of 2020 (SB 1108)</td>
</tr>
<tr>
<td>8:32am</td>
<td>3.0 Roll Call</td>
</tr>
<tr>
<td>8:33am</td>
<td>4.0 Public Comments (comments limited to 5 minutes)</td>
</tr>
<tr>
<td>8:35am</td>
<td>5.0 Policy Governance Development – Continuing Work with Rose Mercier</td>
</tr>
<tr>
<td>9:35am</td>
<td>6.0 Federal and State Matters</td>
</tr>
<tr>
<td>10:00am</td>
<td>7.0 Predominately Virtual College Operations – Review and Future Planning</td>
</tr>
<tr>
<td>10:15am</td>
<td>8.0 Long-term Objectives</td>
</tr>
<tr>
<td></td>
<td>8.1 FY 21 Strategic Agenda &amp; Related Assumptions</td>
</tr>
<tr>
<td>10:30am</td>
<td>9.0 Governance Discussion: Changes to Produce in the World with Rose Mercier</td>
</tr>
<tr>
<td>11:30am</td>
<td>10.0 Other Board Items</td>
</tr>
<tr>
<td>11:55am</td>
<td>11.0 Plus/Delta</td>
</tr>
<tr>
<td>12:00pm</td>
<td>12.0 Adjourn</td>
</tr>
</tbody>
</table>
Subject to be Discussed:

5.0 Policy Governance Development – Continuing Work with Rose Mercier

Description:

Joining us, via Zoom, is our Policy Governance consultant Rose Mercier who will continue working with us on policy development. She will be focusing on the ways that the Board of Trustees can further develop the work they have begun with the Ownership Linkage aspect, evaluation of the executive (i.e., monitoring of Executive Limitations), and self-monitoring. She will also be discussing ways of sustaining the work of Policy Governance, long-term, through board orientation and training, and she will also address specific questions, ideas suggested by Trustees.

Resource Impact:

None

Requested Board Action:

None

Action Taken:

None
Jackson College Board of Trustees – November 7, 2020

Today

- Your feedback
- Q&A
- A Bit More about Monitoring
- Ownership Linkage
- Future focus
- PG Sustainability

What you said

Work well together
Happy with progress we’ve made
Much cleaner about processes
(Ends, Chair/Board role)
Written material helpful
Clarity of first monitoring report

Not making enough progress
Move beyond those already in our midst
Still a bit befuddled about the purpose of OL
Value OL, but not sure it’s my role
Hard to think of examples for self-monitoring

Missing “bring & brag” discussions
Missing the presentations from designated areas
President feeling further away from what’s going on
Need to know what’s going on to answer questions

Progress in Implementation

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Mobile 613-539-1652 Tel. 613-539-1652
rose@governancecoach.com
Ongoing Implementation Q&A

- What about Trustee “bring & brag” discussions on the agenda?

Ongoing Implementation Q&A

- What about Trustee discussions on the agenda?
- What about presentations from designated areas, new projects, President’s incidental report at the end of the meeting

Executive Limitations Policy Title: Communication & Support to the Board Policy Number: EL-08

- 1.4. Let the Board be unaware of any incidental information it requires, including:
  - Anticipated media coverage;
  - Actual or anticipated legal actions;
  - Material or publicly visible internal changes or events, including changes in executive personnel;
  - Anticipated noncompliance with federal law, state law or local;
  - Quarterly financial statement;
  - Annual year-end financial report;
  - Names and titles of two executive administration members familiar with Board and presidential matters and processes.
  - At least every quarter, a presentation from a designated area
  - On a timely basis, an overview of new projects or initiatives

Reminder: Jobs that the Board cannot delegate

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MONITORING REPORTS – CONTINUING EDUCATION

Evaluating Performance: What’s the same?

<table>
<thead>
<tr>
<th>Monitoring President/College Performance</th>
<th>Board of Trustees Self-Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Based on predetermined criteria stated in policies</td>
<td></td>
</tr>
<tr>
<td>• Done systematically and rigorously</td>
<td></td>
</tr>
<tr>
<td>• Regularly scheduled cycle</td>
<td></td>
</tr>
</tbody>
</table>

| Tool for evaluating organizational performance |
| Tests organizational behaviour and achievement |
| Board assures itself and owners that it takes its accountability seriously |

Evaluating Performance: What’s different?

<table>
<thead>
<tr>
<th>Monitoring President/College Performance</th>
<th>Board of Trustees Self-Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Board delegates authority and responsibility for organizational performance to the President</td>
<td></td>
</tr>
<tr>
<td>• Board does not directly observe college performance</td>
<td></td>
</tr>
<tr>
<td>• Board delegates authority to use any reasonable interpretation of its policies</td>
<td></td>
</tr>
<tr>
<td>• Can be done upon choice</td>
<td></td>
</tr>
<tr>
<td>• Three possible methods</td>
<td></td>
</tr>
</tbody>
</table>

| Board cannot delegate responsibility for its performance |
| Board directly observes its own performance |
| Board may delegate authority to reasonably interpret its policies to president or designated authority, e.g. committee chair |
| Can be done upon choice |
| Direct Inspection (95% of the time) |

Checklist: When should the Board assess an interpretation as reasonable?

If for each policy item, there is:
- □ A standard of measurement
- □ The level of achievement of the standard
- □ Defensible rationale for the standard of measurement
- □ Defensible rationale for the level of achievement of the standard
Jackson College Board of Trustees – November 6, 2020

Checklist: When should the Board assess evidence as sufficient to demonstrate compliance?

- If evidence is verifiable
  - States the actual result for the measure
  - States when it was collected
  - Identifies the source of the data
- If evidence is comprehensive
  - Covers all measures

Trustee Self-Monitoring

- Method – continue or modify
  - Citing examples
- After you collect information
  - Discuss and interpret self-observations
    what has been learned at same meeting or assemble for planning meeting
  - Summarize at “year-end” and identify trends, areas for improvement

Information for Ends Decisions

- Other Input
  - Stakeholders
  - Perspectives of other organizations
- Environmental Scan & Analyses
  - Social/Technology
  - Economic
  - Education
  - Political
  - Legislative
- Owner / Shareholder Input
  - Direct Input
    - Surveys
    - Focus Groups
  - Indirect Input
    - Quantitative
    - Secondary research
- "Enriched" e
  - Futures techniques
    - In-depth education
    - on specific issues
- Monitoring Information
  - How much has been achieved so far?

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Information for Ends Decisions

Q&A How can we enhance our OL work?

- Debrief & record what is learned in ownership linkage activities and bring forward to consider what’s been learned
- Future focused questions to align with Ends review timeframe
- Connect with owners (residents of the county) that we don’t have well established connections with

Debriefing Input

1. Information source & details
2. How representative of the ownership is this group?
3. Are there any cautions in generalizing what was learned from this group?
4. What insights have we gained in this information?
5. Does this information suggest possible new Ends?
6. Does this input raise any further questions for future exploration?
7. What might we do to learn more about these issues?
8. Did we learn anything about the values of our owners about HOW things are done that make us consider amending any EL or GP policies?

Debriefing Input - Example

1. How representative of the ownership is this group?
2. Are there any cautions in generalizing what was learned from this group?
3. Does this information suggest possible new Ends?
4. Does this input raise any further questions for future exploration?

PARTICULAR NEEDS THAT JC SHOULD ADDRESS:
- A connector for people who do not know how to get on the right path to higher education
- Have a presence in the community
- A resource for first generation students
- We need to mirror our minority population
- African American / Hispanic
- Serve our undererved
- Work on outreach
- Too many people are applying for jobs and do not know how to dress appropriately, cannot do basic math, and they are lacking in social skills
- There is a need to bring the county superintendents together with JC so that we are all working together to improve the K-12 education for our students.
- Help students see the service industry as a part of their career path

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Jackson College Board of Trustees – November 6, 2020

**Current Questions**

1. What do you see as the purpose of Jackson College?
2. Are there any particular needs you would like Jackson College to address? What are they?
3. What role does Jackson College play in this community? How, what and why?
4. What positive changes would you like to see Jackson College make in regards to this community, the professions and industry?
5. What is the benefit you most value at Jackson College? Or, are we missing something?

**Questions – Tweaked for Future Focus**

1. What do you believe will be the most significant challenges facing our community in the next 5-10 years?
2. Which of those challenges do you think Jackson College could address? How?
3. What do you see as the purpose of Jackson College?
4. Still looking ahead into the next decade:
   3. What opportunities could there be for Jackson College to make or support positive changes in the community, the professions or trades, businesses or industry?
5. Of the benefits/positive changes you have identified, which one or two do you value most?

**Groups to connect with**

<table>
<thead>
<tr>
<th>Groups to connect with</th>
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</thead>
<tbody>
<tr>
<td>Farmers</td>
<td>Vista Grand Village Residents</td>
</tr>
<tr>
<td>Teachers</td>
<td>Nurses</td>
</tr>
<tr>
<td>Welders</td>
<td>Technicians</td>
</tr>
<tr>
<td>Churches</td>
<td>JCSC Board</td>
</tr>
<tr>
<td>Chamber Board</td>
<td>Jackson Young Professionals</td>
</tr>
</tbody>
</table>

DEVELOPING FUTURE FOCUS

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Jackson College Board of Trustees – November 6, 2020

Information for Ends Decisions

What is Strategic Foresight:

Not a PLANNING mentality
Looks at the RANGE of tomorrow’s possibilities
Informs TODAY’S COMMITMENTS

Where Does Strategic Foresight Fit in Policy Governance

The imperative for strategic foresight

“"The ethical responsibility of a leader is to know the underlying structures within his domain of responsibility and be able to make predictions that can guide people to a better future."

“Foresight is about being able to perceive the significance and nature of events before they have occurred.”

Daniel Kim, Foresight as the Central Ethic of Leadership

Predicting is making accurate forecasts about the future. Foresight is not prediction.

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Jackson College Board of Trustees – November 6, 2020

If we can’t change our minds...

Continuing behaviours that have been successful, long after the conditions that made them successful have evolved into a fundamentally new state.

Where we spend our day

Our normal preoccupation

The reality...and “it” is moving.

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Jackson College Board of Trustees – November 6, 2020

Stretch Your Imagination

Why think about possible futures

AVOID COMPLACENCY
Being trapped by our own success: continuing behaviours that have been successful, long after the conditions that made them successful have evolved into a fundamentally new state.

ENHANCE FLEXIBILITY
Widen the repertoire of behaviour

AVOID BEING BUNDSIDED
It’s almost always worse to be blindsided than to mishandle a situation you see coming

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Ways a board can begin to engage in future focusing

- Disciplined data collections
- Historical analysis
- Become future literate
- Trends analysis and projection
- Cover Vision approach
- Future wheel or future mapping
- Scenario development
- Alternative futures

Disciplined data collection

- Environmental scanning: Don’t be caught unaware
  - Socio-cultural, demographic
  - Technological
  - Economic
  - Ecological
  - Political-regulatory
  - Competitor analysis

Cover Story Vision

Four possible future spaces

#1

#2

#3

#4
Jackson College Board of Trustees – November 6, 2020

Insights

- What stands out in each possible future?
- What similarities exist among the possible futures?
- What are the most significant differences?
- What are implications of the strategic commitments that provide the necessary range of flexibility?
- What is our preferred future?
- How do we need to change to move towards that?

Futures Wheel Practice Session

- Select a potential issue in the future
- Create a futures wheel –
  - Place the issue in the centre of the wheel
  - If this situation were to happen, what would be the first-level potential implications? (Think outside the ruts!)
  - If the first-level implications were to happen, what would be the next-level implications?
  - Look for patterns at the second and third levels
  - What would the implications of those patterns mean for what you might need to have as Ends?

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“The failure of a leader to foresee may be viewed as an ethical failure; because a serious ethical compromise today (when the usual judgement on ethical inadequacy is made) is sometimes the result of a failure to make the effort at an earlier date to foresee today’s events and take the right actions when there was freedom for initiative to act.”

Robert Greenleaf
A Checklist for Assessing a Monitoring Report

Step 1: Determine the sequence in which you will assess the policy items of the policy being monitored

2.1 6 2 2.1.2.1 2.1.2.2
2.1.3 2.1.4 2.1.5 2.1.6 2.1.7 2.1.7.1

Start with the lowest level of the policy.

Step 2: For the policy item you are assessing, determine if the interpretation includes all of the following:

- A standard of measurement?
- The level of achievement of the standard?
- Defensible rationale for the standard of measurement?
- Defensible rationale for the level of achievement of the standard?

Step 3: For the policy item you are assessing, determine if the evidence (data) is verifiable by determining if it states all of the following:

- Actual result for the measure
- When the data provided as evidence was collected
- The source of the data being provided as evidence

Step 4: For the policy item you are assessing, determine if evidence is comprehensive.

- Does it provide evidence for all of the measures identified in the interpretation

You may find it helpful to have a copy of this handy when you review the monitoring report. Once you have completed your review, you can decide how you want to complete the assessment.
<table>
<thead>
<tr>
<th>Policy #</th>
<th>Assess the reasonableness of the interpretation</th>
<th>Determine if there is sufficient, verifiable evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is there a standard of measurement?</td>
<td>Is there a level of achievement of standard?</td>
</tr>
<tr>
<td></td>
<td>Is there a defensible rationale for measure?</td>
<td>Is there a defensible rationale for level of achievement?</td>
</tr>
<tr>
<td></td>
<td>Is there an actual result of the measure?</td>
<td>Does it state when the data was collected?</td>
</tr>
<tr>
<td></td>
<td>Does it state the source of the data?</td>
<td>Is there evidence for every identified measure?</td>
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<tr>
<td><strong>Subject to be Discussed:</strong></td>
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<td>----------------------------</td>
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<tr>
<td>6.0 Federal and State Matters</td>
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During this time, I will provide some federal and State updates with you, including the status of the HEA of 1964, Stimulus#5 funding, (SB 1088) the Baccalaureate Science Degree in Nursing, recent legislation related to the Open Meetings Act. I will also give you a sense of the president-elect’s stance on higher education policy going forward.

<table>
<thead>
<tr>
<th><strong>Resource Impact:</strong></th>
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<tbody>
<tr>
<td>None</td>
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<table>
<thead>
<tr>
<th><strong>Requested Board Action:</strong></th>
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<tbody>
<tr>
<td>None</td>
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<table>
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<tr>
<th><strong>Action Taken:</strong></th>
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<tbody>
<tr>
<td>None</td>
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</table>
Subject to be Discussed:

| 7.0 Predominately Virtual College Operations – Review and Future Planning |

I will be providing you with an update on the challenges and successes we have had thus far as a predominately virtual college, as well as our intentions (informed by science, data, and practice) for the Winter Semester, and next academic year.

Resource Impact:

None

Requested Board Action:

None

Action Taken:

None
https://www.michigan.gov/coronavirus/0,9753,7-406-98178_98455-543708--,00.html
<table>
<thead>
<tr>
<th>Subject to be Discussed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 FY 21 Strategic Agenda &amp; Related Assumptions</td>
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</table>

Enclosed for your review is the FY 21 Strategic Agenda and the Assumptions that accompany this.

Time is allotted for discussion and feedback.

<table>
<thead>
<tr>
<th>Resource Impact:</th>
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<tbody>
<tr>
<td>None</td>
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<td>None</td>
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<table>
<thead>
<tr>
<th>Action Taken:</th>
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<tbody>
<tr>
<td>None</td>
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</table>
Jackson College Strategic Agenda  
Fiscal Year 2021

Together we inspire and transform lives. – Jackson College Mission

<table>
<thead>
<tr>
<th>BHAG</th>
<th>90/80/70 – Fall-Winter Persistence/Fall-Fall Persistence/Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Governance ENDs</td>
<td>Residents of Jackson County and non-chartered Counties have learning opportunities that prepare them to be successful global citizens and contribute to community vitality at a cost that demonstrates wise and sustainable stewardship of resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Higher Learning Commission Criteria for Accreditation</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Mission: Jackson College’s mission is clear and articulated publicly; it guides the College’s operations;</td>
<td></td>
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<tr>
<td>2. Integrity: Jackson College acts with integrity; Our conduct is both ethical and responsible;</td>
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<tr>
<td>3. Teaching and Learning: Jackson College provides quality education, wherever and however our offerings are delivered;</td>
<td></td>
</tr>
<tr>
<td>4. Teaching and Learning: Jackson College demonstrates responsibility for the quality of our educational programs, learning environments, and support services, and we evaluate their effectiveness for student learning through processes designed to promote continuous improvement; and</td>
<td></td>
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<tr>
<td>5. Institutional Effectiveness: Jackson College’s resources, structures, and processes are sufficient to fulfill our mission, improve the quality of our educational offerings, as well as to respond to future challenges and opportunities.</td>
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<table>
<thead>
<tr>
<th>Leadership Council Advocate(s)</th>
<th>Cindy Allen, Chief Operating and Talent Officer</th>
<th>Jeremy Frew, Chief Instructional &amp; Student Services Officer</th>
<th>Sara Perkin, Chief of Staff</th>
<th>Jason Valente, Chief Advancement Officer</th>
<th>Darrell Norris, Chief Finance Officer</th>
<th>Lee Hampton, Chief Diversity Officer</th>
<th>Jim Jones, Chief IT and Plant Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributing Objective</td>
<td>To assist the President, in part, through the maximization of College’s efficacy through the meaningful, effective and equitable means of locating, recruiting, developing, compensating, evaluating, and retaining diverse talent.</td>
<td>To assist the President, in part, by ensuring that established goals are achieved, the protection of the President’s interests, as well as advising the President on key issues, and providing governance support.</td>
<td>To assist the President, in part, by directing the financial goals of the President, managing the financial actions, including cash flow monitoring, long-term financial planning, internal controls, and financial analysis.</td>
<td>To assist the President, in part, by working ultimately grow an inclusive and diverse organizational and student culture by conceptualizing, guiding, supporting, and ensuring its existence and embrace across the whole of the institution.</td>
<td>To assist the President, in part, through the advancement of enterprise goals of the College, end-user responsibility, as well as providing responsible, safe innovative, efficient, and optimal campus environment.</td>
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</tbody>
</table>

| Principal Goals for FY ’21 | 75% of all College employees will receive Performance Recognition. | Advance deployment of CBE across the curriculum, including integration of prior learning assessment. | 100% completion of all PC policy updates, as well as new board monitoring report formats. | 15% increase in new, alternative revenue streams to the College from grant and other revenue sources. | Complete the development of a financial model for instructional programs, and all College options | Disaggregate organizational data and conduct a racial bias audit across the whole of the College. | Full deployment of 6 Tiny Homes no later than November. |

Last revision: 08/31/20
<table>
<thead>
<tr>
<th>Q1 Update</th>
<th>09.30.20</th>
</tr>
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<tbody>
<tr>
<td>Q2 Update</td>
<td>12.31.20</td>
</tr>
<tr>
<td>Q3 Update</td>
<td>03.31.21</td>
</tr>
<tr>
<td>Q4 Update</td>
<td>06.30.21</td>
</tr>
<tr>
<td>FY '21 Summary</td>
<td>06.30.21</td>
</tr>
</tbody>
</table>

100% of the Leadership Academy Graduates will be trained to serve as new employee mentors.

100% of all FT/PT/Adjunct employees will complete training in the new Title IX Guidance, and Sexual Harassment.

100% of all College student employees will complete training in a pilot program that includes: customer service, JC values & beliefs, sexual harassment, Title IX, and office ergonomics, the results of which will inform a scaled program in FY ’22.

(PLA) processes, and the resubmission of the business CBE request.

Establish Jackson College Virtual as a fully-effective, high quality, student completion-driven, online program, with 30% of online courses delivered synchronously no later than the Winter Semester.

Academic Visioning and Planning: Develop and design systems that ensure that access, equity, diversity and inclusion are built into the academic practices, curriculum and student services.

Completion of 2nd year contract targets with ASR Analytics: NSC data, LC Dashboard, & training.

Complete evidence gathering of HLC accreditation criteria, and develop a JC plan according to the HLC timeline for continuing accreditation to be shared with LC.

Complete the JC Foundation Jets Scholarship redefinition, ensuring equitable access to all students. 10% increase in annual funding levels of support directed to the College.

In a predictable and sustainable design, Complete a successful third-party and state audit, with particular attention to the implications of COVID and related Federal and State support revenues. Ensure the elimination of all online fees in the FY ’22 budget development.

results of which will be used to develop a institutional culture enhancement program.

Collaborate with academic colleagues to infuse diversity, equity, and belonging across the curriculum, as well as to implement a diversity graduation course requirement beginning in FY ’22.

Quarterly meetings with each of the community, affinity groups, including the appointment of Liaisons by Q2, and the development of recommendations that inform the FY ’22 budget.

Prepare a deferred maintenance report no later than the end of Q4.

Evaluate and make recommendations regarding the migration from MS to Google to be deployed in FY ’22.

Deploy two-factor authentication process no later than the end of Q3.

Prepare a report of recommendations that leverage existing college technologies that can enhance the online customer experience, within financial capacities.
Strategic Assumptions
Strategic Agenda FY ‘21

The Jackson College Strategic Agenda is designed to define priorities, allocate a timeframe, and drive near-term work that ultimately supports long-term objectives of the College, as well as those of the Board of Trustees, as expressed in policy. Such a tool provides for a continuous and evolutionary framework for guiding employees, giving them coherent direction regarding a body of work that is integrated and coordinated. The construct and agility afforded in this Agenda permits rapid adaptation in response to unrelenting change in technology, competition, politics, climate, society, and financial realities, as is preferred for our organization.

In framing the Strategic Agenda for Jackson College, key assumptions are part of the convention and context for the future and must be declared. To the degree possible, these assumptions must be validated and accepted.

To that end, the following assumptions are acknowledged:

- The highest priority of a college is to satiate the consumer-learner expectations and need by providing responsive, adaptive, relevant, quality programs, and services that lead to improved competencies of the learner;

- Higher education generally is perceived as a ‘private good’ versus a ‘public good’ and as such is increasingly funded by, and for, the individuals who receive the benefit;

- The value proposition of higher education is in question by an increasingly discriminating public;

- Political, cultural, and social dimensions of the United States are increasingly destabilized and polarized, thereby disrupting the future of higher education, and indeed our society;

- Aggressive competition, in, and among all strata of higher education, is rapidly accelerating, thereby challenging old assumptions and prior organizational relationships;

- The total number of higher education institutions is in decline and will increase annually;

- The ability to provide undifferentiated outcomes, for all students, is a critical differentiator among IHEs going forward;
• The United States is becoming increasingly diverse, achieving a majority by 2043;
• As currently constructed, the business model at Jackson College is neither sufficient, nor sustainable in the long-term, and, as such, is in need of refinement;
• Higher education is, through market pressures, increasingly commoditized with the acquisition of credit increasingly fungible;
• There is significant and rising competitive intensity for diverse and qualified talent;
• The current spectrum of instructional and learner roles are evolving;
• Pursuits of education and training, in traditional archetypes and conventions, are increasingly suboptimum for the consumer-learner;
• Ignoring the potential of a global ecosystem of customer supply and demand will have long-term consequences on the higher education organization;
• A significant, virtual, and synchronous presence for instructional and service delivery is essential going forward, as the value of ground-based instruction will be debated;
• Increasing accountability to donors, students, parents, communities, state and federal governments will continue to rise; and
• Our environment is increasingly litigious, demanding of accountability and desirous of enhanced civility and equity.
<table>
<thead>
<tr>
<th>Subject to be Discussed:</th>
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<tbody>
<tr>
<td>9.0 Governance Discussion: Changes to Produce in the World with Rose Mercier</td>
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</table>

Rose Mercier will continue work with us related to Policy Governance, specifically, as the Board moves along with implementing Policy Governance practices, it’s time to think about the opportunities for introducing future-focused work aimed at assuring the continuing relevance of Jackson College into the next decades.

Introduced as the type of work done as part of cycle leading toward the time when Board next reviews Ends policies. This is the central idea of what Policy Governance seeks to do.

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<th>Resource Impact:</th>
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<th>Requested Board Action:</th>
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<th>Action Taken:</th>
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### Subject to be Discussed:

| 10.0 Other Board Items |

This time on the agenda is set aside for the Board to bring up any other items they wish to.

### Resource Impact:

None

### Requested Board Action:

None

### Action Taken:

None
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

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<tr>
<th>Subject to be Discussed:</th>
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<td>11.0 Plus/Delta</td>
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This time is set aside so we can gather any feedback you have so we can work to improve future planning sessions for you.

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