

Jackson College Board of Trustees Spring Planning Session

Spring Planning Session



April 02, 2024 08:00 AM

Agenda Topic	Presenter	Time	Page
Agenda			1
7:30am - Board Breakfast - Board Dining Room [No Board Discussion / Decisions]			4
Jackson College Mission, Vision, Beliefs, & Values			5
Robert's Rules of Order for Small Boards Guide			7
1. Call to Order & Pledge of Allegiance			9
2. Declaration of Conflict of Interest*			10
3. Public Comments (limit of 5 minutes per person)			11
4. FY'24 College Update			12
4.1 Stagecrafting	Dr. Daniel J. Phelan	08:00 AM-08:25 AM	12
4.2 Building a Culture of Inclusive Excellence	Cultural Fluency Associates, Dr. Arlene Garcia & Kevin Skwira-Brown	08:25 AM-08:35 AM	19
4.3 Diversity, Equity, & Belonging Update	Interim CDO, Antoine Breedlove	08:35 AM-08:45 AM	20
4.4 PACE Survey Next Steps	Student Engagement Communication & Technology Manager, Jennifer Dobbs	08:45 AM-09:05 AM	21
4.5 Human Resources & Housing Update	COO, Cindy Allen	09:05 AM-09:25 AM	22

4.6	Process Reimage and Redesign	Project Coordinator – PRR Implementation, Linda Champion	09:25 AM-09:35 AM	23
4.7	Cybersecurity / AI Update	CIO, Doug Yenor	09:35 AM-09:50 AM	30
4.8	Academic Update	Deans Dr. Butler & Heather Ruttkofsky	09:50 AM-10:05 AM	31
4.9	Power & Industry Program	Assistant Dean of Instruction Jamie Vandenburg & Heather Ruttkofsky	10:05 AM-10:15 AM	32
4.10	Centers Update	Interim CSSO, Ashley Van Heest	10:15 AM-10:30 AM	34
4.11	Strategic Agenda	Interim CSSO, Ashley Van Heest	10:30 AM-10:50 AM	35
5.	FY'25 Budget Discussion	Dr. Daniel J. Phelan and CFO John Globoker	10:50 AM-11:50 AM	36
5.1	FY'24 Performance			37
5.2	Cash Control Update			38
5.3	Facilities Master Plan & FY'25 Master Plan Projects	CFLO, Jason Valente		39
5.4	Long-Term Debt Review			41
5.5	Proposed FY'25 Budget Targets			42
	12:00pm - LUNCH / BOARD GROUP PHOTO		11:50 AM-12:30 PM	
6.	Board Items		12:30 PM-01:30 PM	51
6.1	Owner Definition	Govern for Impact, Rose Mercier		51
6.2	Ownership Linkage Plan			57
6.3	Summer Retreat Agenda Considerations			58
7.	Plus / Delta			59

8. [Adjourn*](#)

60

(*) Indicates a roll-call item

<p>BOARD OF TRUSTEES SPRING PLANNING SESSION Action & Information Report Planning Session Date: April 2, 2024</p>



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

Subject to be Discussed and Policy Reference:
7:30am Board Breakfast [No Board discussion/decisions] <p style="text-align: center;"><u>BOARD POLICY:</u> Open Meetings Act – Act 267 of 1976</p>
Description:
In accordance with the Michigan's Open Meetings Act (OMA) , 1976 PA 267, MCL 15.261 et seq, all public bodies are required to hold their gatherings in public, if a quorum of the board is present. As further clarified in the Open Meetings Act Handbook , prepared by Michigan Department of Attorney General's Office, while the OMA "does not apply to a meeting which is a social or chance gathering or conference not designed to avoid this act," ²⁸ a meeting of a public body must be open to the public. Though no board discussion or decisions are undertaken during the Board's breakfast, the Jackson College Board has broadly interpreted this gathering to be a 'meeting of a public body' and, as such, is open to the public, though there is no opportunity for the public's input during this breakfast gathering.
Resource Impact:
None
Requested Board Action:
Board members partake in a purely social breakfast gathering, prior to their Spring Planning Session.
Action Taken:

MISSION DOCUMENTS

MISSION

Together we inspire and transform lives.

VISION

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

STATEMENT OF BELIEFS

As employees of Jackson College, an innovative institution totally committed to student success (TCS²), **we believe:**

- The success of our students is always our first priority
- We must perform our jobs admirably, giving our best service and support every day, for everyone
- Teamwork is founded upon people bringing different gifts and perspectives
- We provide educational opportunities for those who might otherwise not have them
- In providing employees with a safe and fulfilling work environment, as well as an opportunity to grow and learn
- Our progress must be validated by setting goals and measuring our achievements
- We must make decisions that are best for the institution as a whole
- Building and maintaining trusting relationships with each other is essential
- Competence and innovation are essential means of sustaining our values in a competitive marketplace
- We make a positive difference in the lives of our students, our employees, and our communities
- In the principles of integrity, opportunity and fairness
- We must prepare our students to be successful in a global environment
- Our work matters!

MISSION DOCUMENTS

VALUES

- **Integrity** – We demonstrate integrity through professional, ethical, transparent, and consistent behavior in both our decision-making and in our treatment of others; being accountable for our work and actions is the basis of trust.
- **Caring** – We demonstrate caring through attentive and responsive action to the needs of students and others. We listen with open minds, speak kindly, and foster relationships based on mutual respect and trust.
- **Collaboration** – We demonstrate collaboration through the mutual commitment of individuals and organizations who come together for a common cause, encouraging self-reflection, teamwork, and respect for ourselves and others.
- **Quality** – We demonstrate quality through innovation in the continuous improvement of all processes and services, encouraging students and others to become creative thinkers.
- **Inclusion** – We demonstrate inclusion by seeking involvement and providing access for those with diverse backgrounds to work toward a culture of equality while maintaining differences in a respectful way.
- **Service** – We demonstrate service by striving to make the communities we serve great places to live, work, and learn through our involvement, both as an organization and as individuals.
- **Leadership** – We demonstrate leadership by nurturing the full development of those we serve, identifying and empowering individuals' greatest strengths.



Roberts Rule of Order for Small Assemblies

Board of Trustees
Jackson College, MI

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

I. General Principles:

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

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

II. Unique Components to Small Assemblies:

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

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

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

III. Amendments:

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

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

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

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

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

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:

1.0 Call to Order & Pledge of Allegiance of the United States

BOARD POLICY: GOVERNANCE PROCESS: GP-13 Special Rules of Order

Description:

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

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

Resource Impact:

None

Requested Board Action:

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

Action Taken:

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
2.0 Declaration of Conflict of Interest * <u>BOARD POLICY:</u> GOVERNANCE PROCESS: GP-09 Board Code of Conduct
Description:
Consistent with Board Policy and By-laws, this item is placed on the agenda for members to formally consider, and disclose any item on the agenda wherein they may have any apparent or actual conflict of interest. Should a conflict be present, it is requested that the member note the item in question, and abstain from any action concerning said item. A roll call vote is required for this item. <u>NOTE:</u> NO BOARD DECISIONS OR BOARD ACTION IS UNDERTAKEN AT THIS MEETING.
Resource Impact:
None
Requested Board Action:
Roll Call Consideration of any actual or perceived conflict of interest with agenda items.
Action Taken:

<p>BOARD OF TRUSTEES SPRING PLANNING SESSION Action & Information Report Planning Session Date: April 2, 2024</p>



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

Subject to be Discussed and Policy Reference:
<p>3.0 Public Comments (limit of 5 minutes per person)</p> <p style="text-align: center;"><u>BOARD POLICY:</u> GOVERNANCE PROCESS: GP-11 Board Linkage with Ownership</p>
Description:
<p>This item is placed on the agenda for any citizen to provide comments to the Board of Trustees. This agenda item represents the only period during the Board Meeting wherein persons may address the Board directly. Public comments are limited to five (5) minutes, unless otherwise established at the call of the Board Chair. Members are not to engage the presenters per Board Policy, though the Board Chair will thank each presenter noting that the Board will take matters presented under advisement.</p> <p>The Chairperson should read the following statement prior to persons offering comment, but regardless, is expected to be adhered to by persons wishing to address the Board:</p> <p><i>“When addressing the Board, speakers are asked to be respectful and civil. Be advised that, as an on-going practice, the Board does not respond in this Board Meeting setting when the matter presented concerns personnel, student issues, operations, or other matters that are being addressed through the established grievance or legal processes, or otherwise are a subject of review by the Board of Trustees”.</i></p>
Resource Impact:
None
Requested Board Action:
Receive comments from persons wishing to address the Board.
Action Taken:

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
4.0 FY'24 College Update 4.1 Stagecrafting <u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-03 Planning
Description:
At this point on the agenda, I will lead the Board through a presentation on my assessment of current and future conditions that are most likely to affect higher education, community colleges nationally, and Jackson College in particular, as we consider planning and attendant resources needed for us to achieve the College's mission and Board ENDS policy requirements in fiscal '25...
Resource Impact:
None
Requested Board Action:
Information only.
Action Taken:

EDUCATION

4 trends that will shape the future of higher education

Feb 7, 2022



Higher Education Trends

In the last year, we have started to see examples of true reform, addressing the root causes of the education challenge. Below are four higher education trends we see taking shape in 2022.

1. Learning from everywhere

There is recognition that as schools and universities all over the world had to abruptly pivot to online teaching, [learning outcomes suffered across the education spectrum](#). However, the experiment with online teaching did force a reexamination of the concepts

of time and space in the education world. There were some benefits to students learning at their own pace, and [conducting science experiments in their kitchens](#). Hybrid learning does not just mean combining a virtual and physical classroom, but allowing for truly immersive and experiential learning, enabling students to apply concepts learned in the classroom out in the real world.

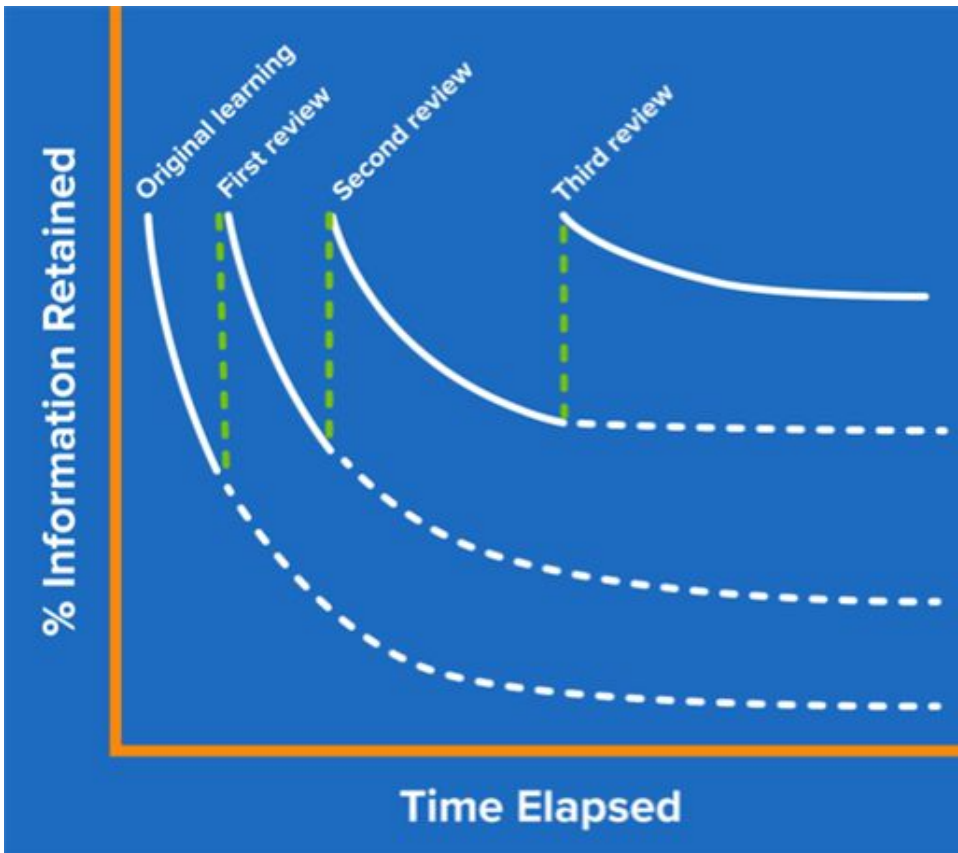
So rather than shifting to a “learn from [anywhere](#)” approach (providing flexibility), education institutions should move to a “learn from [everywhere](#)” approach (providing immersion). One of our partners, the European business school, Esade, launched [a new bachelor’s degree](#) in 2021, which combines classes conducted on campus in Barcelona, and remotely over a purpose-designed learning platform, with immersive practical experiences working in Berlin and Shanghai, while students create their own social enterprise. This kind of course is a truly hybrid learning experience.

2. Replacing lectures with active learning

Lectures are an efficient way of teaching and an ineffective way of learning. Universities and colleges have been using them for centuries as cost-effective methods for professors to impart their knowledge to students.

However, with digital information being ubiquitous and free, it seems ludicrous to pay thousands of dollars to listen to someone giving you information you can find elsewhere at a much cheaper price. School and college closures have shed light on this as bad lectures made their way into parents’ living rooms, demonstrating their ineffectiveness.

Education institutions need to demonstrate effective learning outcomes, and some are starting to embrace teaching methods that rely on the science of learning. This shows that our brains do not learn by listening, and the little information we learn that way is easily forgotten (as shown by the [Ebbinghaus forgetting curve](#), below). Real learning relies on principles such as spaced learning, emotional learning, and the application of knowledge.



Higher education is beginning to accept that traditional methods of teaching are ineffective – as demonstrated by the Ebbinghaus forgetting curve

The educational establishment has gradually accepted this method, known as 'fully active learning'. There is evidence that it not only improves learning outcomes but also [reduces the education gap](#) with socio-economically disadvantaged students. For example, Paul Quinn College, an HBCU based in Texas, launched an [Honors Program](#) using fully active learning in 2020, combined with internships at regional employers. This has given students from traditionally marginalised backgrounds the opportunity to apply the knowledge gained at university in the real world.

3. Teaching skills that remain relevant in a changing world

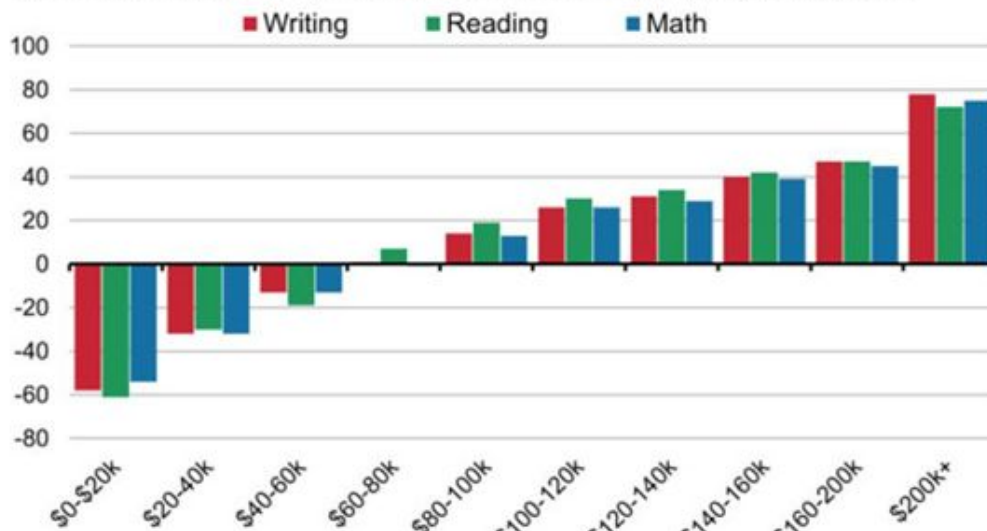
According to a recent survey, [96% of Chief Academic Officers at universities think they are doing a good job preparing young people for the workforce](#). Less than half (41%) of college students and only 11% of business leaders shared that view. Universities continue to focus on teaching specific skills involving the latest technologies, even though these skills and the technologies that support them are bound to become obsolete. As a result, universities are forever playing catch up with the skills needed in the future workplace.

What we need to teach are skills that remain relevant in new, changing, and unknown contexts. For example, journalism students might once have been taught how to produce long-form stories that could be published in a newspaper; more recently, they would have been taught how to produce shorter pieces and post content for social media. More enduring skills would be: how to identify and relate to readers, how to compose a written piece; how to choose the right medium for your target readership. These are skills that cross the boundaries of disciplines, applying equally to scientific researchers or lawyers.

San Francisco-based Minerva University, which shares a founder with the Minerva Project, has broken down competencies such as critical thinking or creative thinking into [foundational concepts and habits of mind](#). It teaches these over the four undergraduate years and across disciplines, regardless of the major a student chooses to pursue.

Affluence Gaps

How much students score above or below the national average, by family income



Many people gain admission to higher education based on standardized tests that skew to a certain socio-economic classImage: Fairtest, College Board

4. Using formative assessment instead of high-stake exams

If you were to sit the final exam of the subject you majored in today, how would you fare? Most of us would fail, as that exam did not measure our learning, but rather what information we retained at that point in time. Equally, many of us hold certifications in subject matters we know little about.

Many people gain admission to higher education based on [standardized tests that skew to a certain socio-economic class](#), rather than measure any real competency level.

Universities then try to rectify this bias by imposing admission quotas, rather than dissociating their evaluation of competence from income level. Many US universities are starting to abandon standardized tests, with [Harvard leading the charge](#), and there have been some attempts to replace high-stake exams with other measures that not only assess learning outcomes but actually improve them.

Formative assessment, which entails both formal and informal evaluations through the learning journey, encourages students to actually improve their performance rather than just have it evaluated. The documentation and recording of this assessment includes a range of measures, replacing alphabetical or numerical grades that are uni-dimensional.

DISCOVER

What's the World Economic Forum doing about diversity, equity and inclusion?

Show more

Impact of diversity on team performance

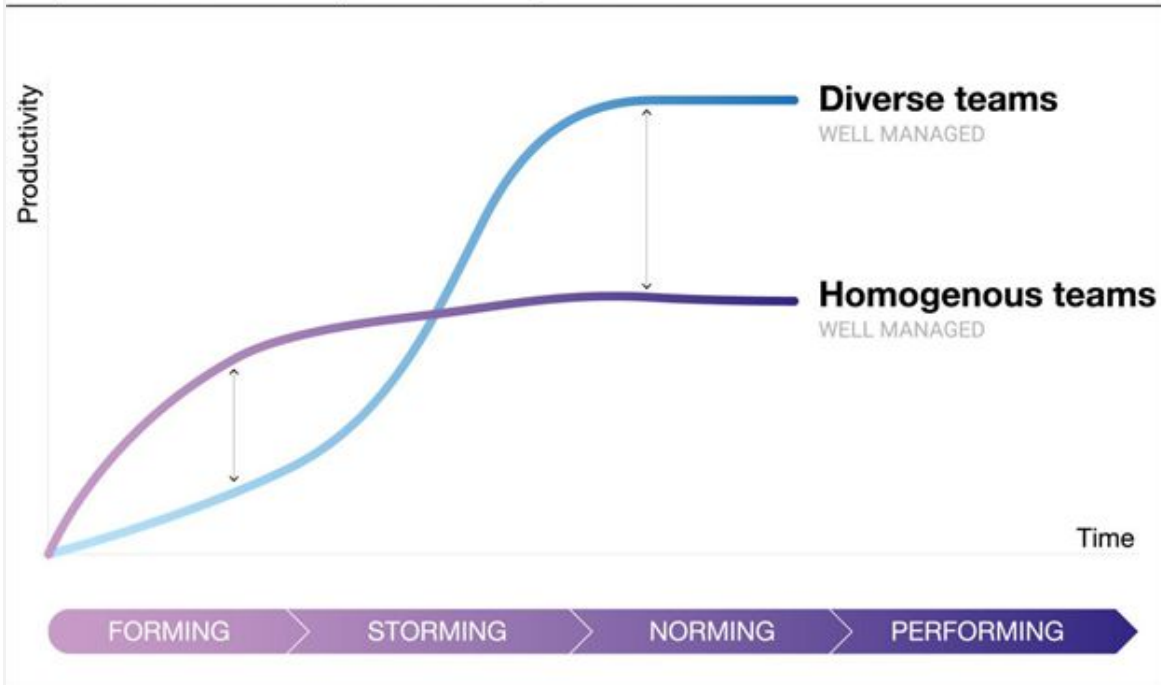


Figure 1: Impact of diversity on team performance
Source: Korn Ferry Institute, 2019

The International School in Geneva just launched its [Learner Passport](#) that includes measures of creativity, responsibility and citizenship. In the US, a consortium of schools have launched the [Mastery Transcript Consortium](#) that has redesigned the high school transcript to show a more holistic picture of the competencies acquired by students.

Education reform requires looking at the root cause of some of its current problems. We need to look at *what* is being taught (curriculum), *how* (pedagogy), *when and where* (technology and the real world) and *whom* we are teaching (access and

inclusion). Those institutions who are ready to address these fundamental issues will succeed in truly transforming higher education.

BOARD OF TRUSTEES SPRING PLANNING SESSION
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 Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
4.0 FY'24 College Update 4.2 Building a Culture of Inclusive Excellence <u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-09 Organization Culture
Description:
<p>Cultural Fluency Associates LLP was contracted to work with Jackson College to build a culture of inclusive excellence that provides for the professional development of all employees to grow in our collective understanding and facility in working, collaborating, interacting, educating, and communicating with each other and in particular, people of color.</p> <p>This work will be conducted over the next year, in multiple stages by Dr. Arlene Garcia and Kevin Skwira-Brown. Both of these people will attend this portion of the agenda virtually to provide a description and update on their work thus far, as well as a portend of the work yet to come...</p>
Resource Impact:
None
Requested Board Action:
Information only.
Action Taken:

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
4.0 FY'24 College Update 4.3 Diversity, Equity, & Belonging Update <u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-09 Organization Culture
Description:
Antoine Breedlove (Interim CDO / Director of Multicultural Affairs) will offer an update on a few upcoming activities in the Diversity, Equity, & Belonging department.
Resource Impact:
None
Requested Board Action:
Information only.
Action Taken:

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
<p>4.0 FY'24 College Update</p> <p>4.4 PACE Survey Results Next Steps</p> <p><u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-09 Organization Culture</p>
Description:
<p>Jennifer Dobbs (New Student Engagement Communication & Technology Manager) will offer an update on our work with the PACE Climate Survey for Community Colleges, which is administered by the Belk Center for Community College Leadership and Research, at the University of North Carolina.</p> <p>The PACE Climate Survey itself allows community college leaders to better understand their institution's culture and overall capacity to promote student success by hearing directly from employees about how they perceive and experience their work. In doing so, the survey promotes open and honest communication to inform priorities for change.</p> <p>Jennifer will review the most recent survey results, our progress on survey recommendations, and explore next steps...</p>
Resource Impact:
None
Requested Board Action:
Information only.
Action Taken:

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
4.0 FY'24 College Update 4.5 Human Resources & Housing Update <u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-02 Treatment of Staff
Description:
<p>Cindy Allen (COO) will offer an update on activities in the Human Resources department regarding employee recruitment and retention efforts.</p> <p>The CUPA-HR 2023 Higher Education Employee Retention Survey is an excellent resource and found via this link.</p> <p>Additionally, Cindy will introduce our relatively new Director of Student Residence Life, Norma Espinoza-Aguilar, as well as review process improvements in our campus housing operations...</p>
Resource Impact:
None
Requested Board Action:
Information only.
Action Taken:

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
4.0 FY'24 College Update 4.6 Process Reimagine & Redesign <u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-02 Treatment of Staff
Description:
<p>You will recall that the College contracted with the CampusWorks organization to assist us in reducing waste and improving institutional efficiency. We have made some exciting gains thus far.</p> <p>Linda Champion, the Project Coordinator for PRR Implementation, will attend virtually and provide the Board a Process Reimagine & Redesign update, consideration of major successes to date, and review efforts that she will be undertaking across the College in the months ahead...</p>
Resource Impact:
None
Requested Board Action:
Information only.
Action Taken:



Progress Report Process Improvement Implementation

Period: 03/04 – 03/15/2024

Project Progress:

A. PRR Implementation

Project Completed:

HR – Self Service Leave Request (Admin) and Leave Carry-Over/Roll-Over

Projects/Tasks Progress:

- 1) Check-In Meetings: Check-in/progress meetings were conducted with the Student Conduct area on March 12 to determine additional support needed and adjust timeframes for projects to be completed. Efforts for many recommendations are already underway. Linda agreed to research examples of other Behavior/Crisis Intervention teams to provide to Jackson.
- 2) Late Drops: Students who are reported after the census date has passed as never attending classes is impacting work in Registration, Student Business Services, and Financial Aid, and can negatively impact the student experience with unexpected charges on their accounts. Linda is collecting further information from the affected offices on this issue to provide a complete picture of the impacts of these late drops.
- 3) Finance
 - a. Vendor Clean-Up: Identified a group of about 30 vendors that may be duplicate records. Set a deadline for mid-April to have the duplicates cleaned up. Working on a process to combine duplicate vendor records to simplify the voucher and requisition process.
 - b. On-Line Requisitions: Cleaned up GL Roles for users that were no longer active. Working with John to review GL Roles to ensure the accounts assigned are appropriate and Roles are assigned to the appropriate users.
 - c. Fixed Asset Clean-Up: Meeting to be scheduled for week of March 18 to discuss fixed assets clean-up needed for implementation of Fixed Assets module in Colleague. This module provides easier financial reporting of capitalized assets and depreciation.
 - d. Reporting Tools: Meeting with Arizona Western College Controller on March 21 to learn more about the Synoptix reporting tool used for financial reporting.
- 4) Cashier's Office/Residence Life:
 - a. The integration between THD and Colleague will be enabled for the Summer and Fall terms. This will update Colleague with housing charges automatically. The integration will remain off for spring, to prevent billing issues caused by previous manual entry of charges.



- 5) Cashier's Office:
 - a. Staff Augmentation: Rick is assisting Finance staff with entering vouchers for payments due to absence of accountant.
 - b. Colleague Refunding: Complete process to integrate TouchNet refunding for credit card refunds. Reviewed TouchNet documentation on refunding and found Jackson is not currently licensed for eRefunding. Spoke with TouchNet representatives; helped introduce the new sales manager to the staff and setup a demo of the eRefunding product. Will further discuss the current processes and any potential improvements that could be made from additional functionality. Two different discussions are scheduled with TouchNet to discuss current needs and the services offered.
- 6) HR/Payroll
 - a. Leave accrual and Roll-over: Issues with leave roll-over was resolved by removing future date on leave record. The leave request is now complete and in use, while the leave roll-over is set for production at the end of the fiscal year.
- 7) Curriculum:
 - a. Curriculum Mgmt/Catalog System Evaluation: The initial meeting of the team was held on March 12. Linda introduced the project and discussed scope, anticipated timeline, activities, and next steps. Linda provided links to several curriculum management software vendors, based on the team's request to review on-line information to select a few vendors for an initial, high-level demonstration of available capabilities. When team members have identified their top choices, Linda will schedule demos. Following demos, the team will meet to discuss requirements for a proposed system and real-life scenarios that they would want a system to accommodate. Responses are due by close of business on March 22.
- 8) Recruitment/Admissions:
 - a. HS Academic Record: Linda to schedule a follow-up meeting to finalize a process to collect final high school transcripts needed by departments.
- 9) Residence Life:
 - a. Completed Late Start student move-in on Saturday, March 16th. As a reminder, the THD/Colleague integration will remain off for the entire spring term to avoid billing issues caused by manual room charge entry. The integration is expected to be enabled for the Summer and Fall residents.
 - b. Cindy Allen confirmed the proposed housing process. This moves the deposit to the front of the process, allows for electronic payment, and enforces the 2.0 gpa policy for incoming residents. Room assignments will be completed following registration to ensure full-time registration with no more than 6 on-line credits.
 - c. Jim is working with StarRez/Adirondack to ensure that housing deposits can be collected at time of application to housing.



- d. Jim updated the THD student portal to inform residents of minimum gpa requirements needed as a prerequisite to apply for housing. Jim also communicated this information to Admissions to add to their communication plan.
 - e. Norma and Jim discussed options to remove automated mailbox key assignment in THD, due to some mailboxes being damaged while others are unused. This will require active manual tracking within THD, for which Jim is asking Norma to consider the long-term implications.
 - f. Reviewed and updated room assignments against the spreadsheet again, with 64 data discrepancies to be corrected. The goal is to eliminate spreadsheets for housing assignments and rely on THD for accurate information.
 - g. Continuing creation of work instructions to notify students of room placements and suitemate contact info, and directions to use THS Self-Service.
 - h. Working on Summer 2024 contract changes and updates to application.
 - i. Rewrote the Fall 2024 contract to include Spring 2025, to allow for more seamless processes. However, there are no restrictions/implications for students departing after the fall term. Updating contract language to replace out-of-date information and include missing information.
 - j. Created "Commonwealth Intern" contracts to accommodate intern students from the city Commonwealth Commerce Center who need summer housing for their positions. This is an annual courtesy to the city. In addition, a similar contract *may* be needed for individuals from the local Renaissance Festival who may want to rent rooms from the college; this is still to be determined.
 - k. Worked with Cindy and Norma to develop standard pricing and procedures for students remaining in housing over academic breaks such as Thanksgiving and Spring Break, and between fall and spring semesters.
- 10) Advancement: The meeting with the Raisers Edge consultant has been delayed until March 19 due to conflicts for Julie.

Concerns

- 1) Integration and automation work reveals additional data clean-up and process improvement needed.
- 2) Student account accuracy and automation of refunding hinges heavily on the issue of incorrect method of processing adds and drops.
- 3) Manual adjustments to student accounts, due largely to late reports of drops for non-attendance, consume much time throughout the month and are not best practice.

Planned and Scheduled Consulting Engagements and Meetings

- 1) Proposed Federal Work Study Process Discussion – March 19 (rescheduled)



2) Finance Reporting Overview – March 21

Planned Activities

- 1) Finalize future housing contracts.
- 2) Launch summer housing application and contract.
- 3) Continue developing timelines to enable future housing applications to automatically open and close based on the established timelines.
- 4) Continue working on GL role clean-up.
- 5) Work with Ellucian consultant on Requisition approval setup and other self-service-related items.
- 6) Work on refunding of student accounts.
- 7) Continue vendor data clean-up activities.
- 8) Meet with TouchNet to discuss needs and services beneficial to the college.

B. Financial Aid Business Analyst

Projects/Tasks Completed

- 1) FAFSA Simplification Changes
 - a. Pending receipt of final test ISIRs from the Department of Education, scheduled to arrive after March 21. Once received, we can fully test configurations and new rules and make any necessary adjustments.
 - b. Student ISIR delivery continues to be delayed but is expected sometime near the end of March. System preparation is complete, pending receipt and installation of latest Colleague updates from Ellucian to accommodate changes made to SAI calculations.
- 2) Rules/Forms
 - a. Title IV/Degree Audit Rule: Created rule calculating a student's Title IV eligible credits. Rule successfully tested in Test environment and documented for input into Production.
 - b. Requested update/edit access to registration screens in a Test environment to register students for further testing of rules in real-time.
- 3) State Aid Automation
 - a. Met with Andy, along with Joe Pupo and Castine Williams, to discuss data points needed to support rules for automating state aid awards. Reviewed documentation on current practices.
 - b. Need further understanding of state aid eligibility requirements to support automation efforts, and information to assist with potential automated import of data from state aid system MISSG. Additional meeting to be scheduled with State Aid Coordinator Trish Davis.
- 4) Set Up Processes on Automated Job Scheduler: Identified processes that might be placed in the job scheduler, including ISIR imports and processing, loans, state aid imports and processing.



Courtney will begin discussions with Mallory to schedule jobs for automatic processing where feasible.

- 5) HS Academic Record: Continuing work with the team on a standard practice to collect high school transcripts.
- 6) Federal Work Study Process: Meeting to discuss proposed process is delayed to March 19 due to several key stakeholders being unavailable during the originally scheduled time on Feb 29.
- 7) AwardSpring Integration
 - a. ITS is researching capabilities to import scholarship award data from AwardSpring to Colleague, to help automate the process to apply scholarships to student financial aid records.
 - b. The integration of data from Colleague to AwardSpring is in place but may need modifications based on revised data points resulting from FAFSA Simplification changes. Mallory is working with the Foundation staff on any necessary changes to this import.
- 8) Staffing: Met with Joyce Dunbar, along with Linda Champion, to gain clarity on staff versus administrative positions and the process of creating position descriptions and requesting positions so that we are better able to provide guidance to Andy for potential new positions or re-alignment of existing positions. Gained an understanding that administrative positions cannot take on the work of staff members and the need for consideration of overall staff reporting lines. Given the small staff within the Financial Aid Office, there are questions about whether another administrative position is needed versus a more technical position that would be responsible for system configuration and testing. Will discuss staffing responsibilities and needs again with Andy to determine gaps and how best to fill them within the controls of the hiring practices.

Concerns

- 1) Further delays by the Department of Education, resulting in Colleague software update delays by software vendor Ellucian.

Planned Activities

- 1) Continued review of current Loan Procedures - #1 item for automation after ISIRs are received and tested. Beginning to unpack current processes and pain points of errors to identify a successful automation process correctly.
- 2) Continue review and discussions surrounding state aid automation/waiver possibilities.
- 3) Begin discussions to learn professional developments/requirements, if any, towards implementing a Colleague training program/schedule roadmap item.
- 4) Research IT cloning schedules to propose.
- 5) Look at examples of operational calendars to share with the FA Department for adoption.
- 6) Begin to look at NSLDS Transfer Monitoring processes to adopt.
- 7) Delivering the following to Andy:

Better Ways. Happier Days.



- a. Need to identify a Power User on staff.
- b. Training opportunities within Ellucian for staff. He needs to resolve his access first (problematic).
- c. Sample internal Financial Aid Operational Calendar to follow and build.

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
4.0 FY'24 College Update 4.7 Cybersecurity / AI Update <u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-05 Asset Protection
Description:
<p>Doug Yenor (CIO) will offer an update on the College's cybersecurity efforts, as well as progress on the recommendations made by Rehman and their cyber audit.</p> <p>Additionally, I have been working with Doug to create a charter for a Machine Learning (i.e., AI) committee that will assist the College in our understanding of machine learning, its applications for our work on multiple levels, as well as to ensure that the institution is protected from potential downsides of AI. The President's Leadership Council approved the Charter this past week. I have asked Doug to chair the committee, which he has agreed to do.</p> <p>You should also know that I have been investing in the professional development of many of our employees regarding AI and considerable experimentation of AI is already underway at the College...</p>
Resource Impact:
None
Requested Board Action:
Information only.
Action Taken:

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
4.0 FY'24 College Update 4.8 Academic Update <u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board
Description:
Dr. Todd Butler (Dean of Humanities and the Sciences) & Heather Ruttkofsky (Dean of Health Sciences, Career & Technical Trades) will offer an update on the College's academic programming...
Resource Impact:
None
Requested Board Action:
Information only.
Action Taken:

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024



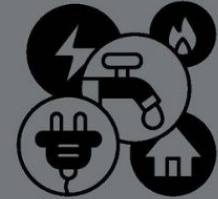
TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Subject to be Discussed and Policy Reference:
4.0 FY'24 College Update 4.9 Power & Industry Program <u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board
Description:
Assistant Dean of Instruction, Jamie Vandenburg, and Heather Ruttkofsky will update the Board on a new workforce, power, and industry development partnership with Consumer Energy, and how efforts will be enhanced on Central Campus in the coming months. It is this type of work that I have prioritized at the College through some reorganization and budget allocation, which I will explore with you...
Resource Impact:
None
Requested Board Action:
Information only.
Action Taken:



Power & Utilities Program

UTILITIES TRAINING CENTER



Utilities Tech Certificate

LINeworker

- Need to adapt Current Program
- Add Ground Based Lab Component
- Consumers is supportive
- Donate poles and installation

PUBLIC WORKS

Driven by state demand - IRE pulled Lightcast data on 15 related job titles and other programs in the state
 Driven by Industry Competencies
 Interested in Apprenticeship
 Many of these jobs need (SCADA) - we already have this built within Industry 4.0

CCE

Custom Training Opportunities
 Michigan Municipalities Electric Association
 Broadband Company/Group Trainings

Donations:
 Consumers Energy
 G.E.T. Utility Sales
 More to follow...

CONSUMERS ENERGY APPRENTICESHIP

Program remains as it currently is...
 Consumers will still run the 3 Day and 11 Week Climb School

LINeworker CERTIFICATE

OTHER ELECTRIC

Add 3-4 Climb Classes & Lab's that consist of multiple weeks of climbing practice
 Underground Wire
 Muni Electric Worker Electrician
 Climbing Certification
 Metering
 Substation Operator Training

ENVIRONMENTAL ENGINEERING

Summer Groomes - new faculty is an Environmental Engineer. There are multiple certs she is looking to add to our Energy Systems program- some require fieldwork

MULTIPLE CERT OPPORTUNITIES

WATER / WASTEWATER TREATMENT

[Competency Model Program](#)
[EGL E Certifications](#)
 Science Lab Connection
 John Ireland

WATER TECHNOLOGY CERTIFICATE

BROADBAND CONNECTIVITY

Dave Stehlin, CEO of TIA
 TIA provided curriculum for 3 programs. They have employer partners who will provide equipment
[BEAD Grant](#)

CFOT - CERTIFIED FIBER OPTIC TECH
 CPCT - CERTIFIED PREMISES CABLING TECH

ON SITE CERTIFICATIONS

Municipality Safety
 Fiber Optics Tech
 CDL
 Climbing Certification

JETWAY

<https://training.jccmi.edu/browse/michiganmunicipalelectricassociation>
 40 Muni's - each have anywhere from 10-700 employees

Working to create custom Lineworker PPE course. This is just a small segment of the video.

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
<p>4.0 FY'24 College Update 4.10 Centers Update</p> <p><u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board</p>
Description:
<p>Interim CSSO, Ashley Van Heest, will share the current state and enrollment development plans for the Hillsdale and Lenawee Campuses.</p> <p>Ashley has done an exceptional job in serving in the interim role at Jackson College, offering a great many recommendations for improvement in the Student Services department, most of which have been implemented. Ashley will be transitioning to lead our Institutional Research and Effectiveness department in mid-May.</p> <p>I'm also pleased to share that I have hired Dr. Alytrice Brown to serve at the new CSSO. Dr. Brown currently serves as the Assistant Vice President of Student Life at Texas A & M University at Texarkana. She will begin her first day with us on 05.13.24...</p>
Resource Impact:
None
Requested Board Action:
Information only.
Action Taken:

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
<p>4.0 FY'24 College Update 4.11 Strategic Agenda <u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-03 Planning</p>
<p>Please access this link to the Resource Center of Diligent to see Jackson College's evergreen strategic agenda for the next 18 months, which has been reviewed quarterly by the Leadership Council and subsequently extended for another 3 months.</p> <p>Ashley Van Heest will lead the Board through highlights of the Strategic Agenda and our intentions for the months ahead.</p>
Resource Impact:
None
Requested Board Action:
Information only.
Action Taken:



BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024

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

Subject to be Discussed and Policy Reference:
5.0 Budget Discussion <u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-04 Financial Conditions and Activities
Our budget discussion will begin with an overview of our current (i.e., FY '24) financial experience, inclusive of the board approved budget, and our experience to-date, as well as a cash control update. Following that, Jason Valente, Chief Campus & Logistics Officer, will then review the progress on our 5-Year Facilities Master Plan & FY'25 Campus Master Plan Projects. Then, our long-term debt schedule will be shared. The discussion will conclude with my proposed FY '25 budget targets, based upon a number of key assumptions, formulas, and operational changes. Specific components of this section on the agenda are: <ul style="list-style-type: none"> 5.1 FY '24 Performance 5.2 Cash Control Update 5.3 Facilities Master Plan & FY'25 Master Plan Projects 5.4 Long-Term Debt Review 5.5 Proposed FY '25 Budget Targets
Resource Impact:
None
Requested Board Action:
Feedback for the FY '25 Budget to be presented in June.

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
5.0 Budget Discussion 5.1 FY '24 Performance <u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-04 Financial Conditions and Activities
We will begin with an overview of our current (i.e., FY '24) financial experience, referencing the January 2024 Financial Report , the Board approved budget , and our experience to-date. This will include a look at our projected actual budget.
Resource Impact:
None
Requested Board Action:
Discussion
Action Taken:

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
5.0 Budget Discussion 5.2 Cash Control Update <u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-04 Financial Conditions and Activities
We will provide an update of our current cash control that has been deployed in response to our auditor recommendations.
Resource Impact:
Modest.
Requested Board Action:
Information only.
Action Taken:

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
<p>5.0 Budget Discussion</p> <ul style="list-style-type: none"> 5.3 Facilities Master Plan & FY'25 Master Plan Projects 5.4 Long-Term Debt Review 5.5 Proposed FY '25 Budget Targets <p>(<u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-03 Planning)</p>
Description:
<p>During this time, Jason Valente and I will review the master plan. Enclosed is the FY'24 and FY'25 plan. The link to the plan in the Resource Center of Diligent is here.</p> <p>We will also provide a review of debt and conclude with a review our major revenue assumptions including tuition and fees, BCH, state appropriations, property tax and our major expense assumptions including wages and merit pay, retirement and benefits, services/staffing agency, transfers, transfer-debt service, and capital equipment.</p> <p>It is my hope to have this budget packet ready for Board consideration at your Regular June meeting.</p>
Resource Impact:
None
Requested Board Action:
Feedback for the FY '25 Budget to be presented in June.
Action Taken:

Jackson College
Fiscal Year 2024 - 2029
Facilities Plan

Building	Projects	Estimated Cost
Remaining Fiscal Year 2023-24		
	March 2024 Balance	2,680,034
Central Campus	Jets Air Station	(751,411)
Central Campus	Jets Pavilion	(59,998)
Central Campus	Campus Building Roof Repairs	(500,000)
Central Campus	Potter Center Fire - Dampers	(60,000)
Central Campus	Potter Center Fire - Stage Lighting	(700,000)
Central Campus	Potter Center Fire - Supression Systems	(210,283)
Central Campus	Potter Center Fire - Transformer	(40,000)
Central Campus	Central Campus GIS / Topo / Utility	(40,000)
Central Campus	Stormwater Mgmt Plan/Retention Pond	(26,000)
Central Campus	Dahlem connector Browns Lake Rd	(380)
Central Campus	Shipping & Receiving	(22,782)
Central Campus	Maroon Hall Repairs (Paint, Windows, Trim)	(3,500)
Central Campus	TSF Exterior Spaces	(105,790)
Central Campus	Howser Child Development Center Improvements	(79,962)
Central Campus	Nature trail with pond view	(7,000)
Central Campus	EV Chargers	(50,268)
Central Campus	Steam Factory Improvements	(14,481)
Central Campus	Baughman Theater Repairs, Seating, Lighting	(112,507)
Central Campus	UVC Air Purification Installation	(28,000)
Central Campus	Central Campus Mall	(60,000)
Central Campus	GP 2nd Floor Office Renovation	(37,103)
Central Campus	Facilities Condition Assessment	(52,583)
Central Campus	Standby Power	(100,000)
Central Campus	National Fitness Campaign	(279,301)
Central Campus	Instrumental Music Studio	(449,990)
Central Campus	GP Restroom Countertops	(19,279)
Central Campus	WA Restroom Countertops	(28,241)
Central Campus	WA All Gender Restroom	(46,200)
Central Campus	GP Generator	(125,000)
Central Campus	Deferred Maintenance and Life Safety	(1,191,500)
	Insurance, Gift Support	531,000
	06.30.24 Year-End Transfer	3,613,523
Projected Balance 06.30.24		1,622,999
Fiscal Year 2024-25		
Various	Misc. Building and Site Repairs	(100,000)
Central Campus	General Campus Roof Repairs	(1,470,975)
Central Campus	Medical Simulation Center Retrofit	(2,999,255)
Central Campus	Ruth Day Theatre Improvements	(278,406)
Central Campus	Housing Back Up Power Project	(700,000)
Central Campus	WA Renovations	(203,974)
Central Campus	GP 2nd Floor Office Renovation	(163,500)
	BSN Special Allocation	2,000,000
	06.30.25 Year-End Transfer	2,297,027
Projected Balance 06.30.25		3,916

Debt Review

- The annual debt service payment represents 6.38% of the FY'25 annual operating budget.
 - The commitment of the administration is not to exceed 10% of the annual operating budget per EL-03.
- Going into FY'25 the College will have \$29,991,677 in principal and interest payments remaining which is \$285,872 less than previously projected due to the recent refinancing of the 2024 Refunding Bonds.

Year Ending June 30	Principal	Interest	Total
2025	\$2,750,000	\$829,752	\$3,579,752
2026	\$2,895,000	\$682,944	\$3,577,944
2027	\$2,000,000	\$582,544	\$2,582,544
2028	\$2,070,000	\$505,244	\$2,575,244
2029	\$2,125,000	\$424,300	\$2,549,300
2030-2034	\$5,505,000	\$1,399,400	\$6,904,400
2035-2039	\$3,195,000	\$692,013	\$3,887,013
2040-2044	\$2,740,000	\$363,756	\$3,103,756
2045-2046	\$1,185,000	\$46,725	\$1,231,725
Totals	\$24,465,000	\$5,526,677	\$29,991,677



Proposed
Annual Operating Budget
Fiscal Year 2024-2025



Jackson College
Proposed
Annual Operating Budget
Fiscal Year 2024 - 2025
Major Assumptions

Revenues

- **Tuition** - In-District tuition at **\$193.00** (was \$185.00) a **\$8.00** increase. Out-District at **\$225.00** (was \$209.00) a **\$16.00** increase (116% of In-district), Out-of-State/International at **\$288.00** (was \$277.00) a **\$11.00** decrease (150% of In-District).
- **Student Service Fee** - will be **\$35.00** per billing contact hour for Dual Enrollment and Middle and Early College. This fee was \$30.00 last year. The Student Services Fee for In-District, Out of District, Out of State/International and Veterans will be **\$53.00** up from \$49.50 in fiscal year 2024.

- **Online Course Fees**

	<u>2024-2025</u>	<u>2023-2024</u>
1 BCH	\$15.00	\$20.00
2 BCH	\$25.00	\$30.00
3 BCH	\$35.00	\$40.00
3.5 BCH	\$40.00	\$45.00
4 BCH	\$45.00	\$50.00

- **Digital Textbook Fee** - will be **\$75.00** per course (was \$70.00 per billing contact hour). This fee supports delivery of required digital textbooks to all students. Students do have the option to opt out of this service.
- **Dual Enrollment** - In-District **\$130.00** (was \$125.00) a **\$5.00** increase. Out-District **\$147.00** (was \$141.00) a **\$6.00** increase.
- **Corrections Education Subscription Pricing** - 1-5 credits **\$925.00** (was \$925.00) a **\$0.00** increase, 6-8 credits **\$1,849.00** (was \$1,849.00) a **\$0.00** increase, 9-11 credits **\$2,774.00** (was \$2,774.00) a **\$0.00** increase, 12 credits **\$3,698.00** (was \$3,698.00) a **\$0.00** increase. Presently the Federal Pell annual award amount per student is not projected to increase.
- **Billing Contact Hours** - Enrollment is predicted at **106,500** Billing (Contact) Hours. Fiscal Year 2024 budgeted Billing (Contact) Hours were 104,000, but anticipate finishing around 104,800.
- **Housing Rates** - unchanged from FY 2024

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
CV1/CV2 Single	2,925.00	2,925.00	625.00
CV1/CV2 Deluxe Single	3,025.00	3,025.00	725.00
CV3 4 Bedroom Unit	2,675.00	2,675.00	600.00
CV3 2 Bedroom Unit	2,825.00	2,825.00	800.00
CV 4 Family Housing	1,700.00	1,700.00	1,700.00

- **Meal plan per meal price** - unchanged from FY 2024. Students **\$13.00** (was \$13.00) a **\$0.00** increase. Employees **\$12.00** (was \$12.00) a **\$0.00** increase.
- **Contract Training** - estimated revenue of **\$199,000**.

Jackson College
Proposed
Annual Operating Budget
Fiscal Year 2024 - 2025
Major Assumptions

-

Property Taxes - Property taxed at an **estimated** rate of **1.1307** Mills. The college's original operating millage is 1.33 and multiple Headlee rollbacks have reduced our rate. These rollbacks cost the college annually \$1,174,101 in current local property tax revenue. We will receive any required changes to our millage rate in May 2024 which will prompt a budget adjustment in June for FY24. This budget assumes a

- **4.27% or \$272,727** increase in property tax revenue over projected actual in FY 2024.

State Appropriations - estimated at **\$14,193,900** a **1.6% or \$224,795** increase from projected actual FY 2024 appropriation of \$13,969,105. This assumes no personal property tax reimbursements.

Expenses

- **Staffing Numbers -**

	FY25 Full- Time	FY24 Full- Time	FY25 Part- Time	FY24 Part- Time	FY25 Total	FY24 Total
Faculty	72	67	235	225	307	292
Administrator	29	36	0	1	29	37
Leadership Council	12	10	0	0	12	10
Staff	143	133	15.5	33	158.5	166
Grand Total	256	246	250.5	259	506.5	505

- **Wages and Merit Pay -**

- Staff Merit pay - per contract
- Administration Merit pay - **\$2,000** per administrator (was \$2,500).
- Faculty Merit pay - **\$1,500** per full-time Faculty (was \$1,500).
- Leadership Merit pay - **\$2,000** per Council member (was \$2,500).
- All merit increase amounts are subject to contract negotiations/employee performance recognition and these amounts are budget assumptions.

- **Retirement** - Retirement and Social Security are estimated at an average per employee rate of **27.0%** which is the average retirement for all employees including 7.65% for Social Security/Medicare. Last fiscal year's average per employee rate was 29.5%.

- **Benefits** - Fringe benefits reflect PA 7, of 2010 for hard cap for Administrators, Staff, and Faculty. This is estimated to be **19.0%** of wages. Last fiscal year's benefits rate was 20.0%.

- **Transfers** - Includes Board mandated Major Maintenance "Set-Aside" transfer **4.5%** of the total budget included in transfers increased to **4.1% or \$2,297,027**.

- **Transfers, debt service** - Debt retirement and interest payments for all bonds equal **6.38%** or **\$3,579,752** of total budget.

- **Capital Equipment** - Includes Board directed amount of **3.5%** for instructional & computer equipment, reduced to **0.98% or \$552,000**.

Jackson College

General Fund and Auxiliary Operations

	Fiscal Year 2024 Adjusted Budget	Fiscal Year 2025 Proposed Budget	Fiscal Year 2025 Draft Budget Compared to Fiscal Year 2024 Adjusted Budget
Revenues			
Tuition	\$ 20,300,480.00	\$ 21,227,290.00	\$ 926,810.00
Scholarships	\$ (910,000.00)	\$ (915,000.00)	\$ (5,000.00)
Student Services Fees	\$ 4,339,140.00	\$ 4,696,650.00	\$ 357,510.00
Textbook Fee	\$ 1,400,000.00	\$ 1,961,000.00	\$ 561,000.00
Class Fees	\$ 1,111,641.00	\$ 917,000.00	\$ (194,641.00)
Other Fees	\$ 600,611.00	\$ 647,500.00	\$ 46,889.00
Net tuition and fees	\$ 26,841,872.00	\$ 28,534,440.00	\$ 1,692,568.00
State Appropriations	\$ 15,119,559.00	\$ 15,193,900.00	\$ 74,341.00
Property Taxes	\$ 6,389,547.00	\$ 6,662,275.00	\$ 272,728.00
Housing	\$ 2,007,800.00	\$ 2,007,800.00	\$ -
Meal Plans	\$ 1,981,000.00	\$ 1,981,000.00	\$ -
Hospitality	\$ 486,000.00	\$ 517,000.00	\$ 31,000.00
Bookstore	\$ 78,500.00	\$ 130,500.00	\$ 52,000.00
Potter Center	\$ 351,000.00	\$ 420,000.00	\$ 69,000.00
CCE	\$ 100,000.00	\$ 199,000.00	\$ 99,000.00
Federal Grants	\$ 9,200.00	\$ -	\$ (9,200.00)
Gifts	\$ 1,313.00	\$ -	\$ (1,313.00)
Other	\$ 257,848.00	\$ 338,000.00	\$ 80,152.00
Rental Income	\$ 120,000.00	\$ 93,000.00	\$ (27,000.00)
Transfers	\$ 15,000.00	\$ 15,000.00	\$ -
Revenues Total	\$ 53,758,639.00	\$ 56,091,915.00	\$ 2,333,276.00
Expenses			
Wages	\$ 19,332,150.00	\$ 19,776,521.50	\$ 444,371.50
Retirement	\$ 5,226,504.00	\$ 5,892,576.72	\$ 666,072.72
Fringe Benefits	\$ 3,550,999.00	\$ 3,637,424.36	\$ 86,425.36
Services Staffing Agency	\$ 3,751,072.00	\$ 3,558,735.00	\$ (192,337.00)
Services	\$ 4,567,297.00	\$ 4,846,887.00	\$ 279,590.00
Materials	\$ 3,653,410.00	\$ 3,881,318.00	\$ 227,908.00
Cost of Goods	\$ 1,260,700.00	\$ 1,777,900.00	\$ 517,200.00
Course Materials	\$ -	\$ 436,100.00	\$ 436,100.00
Rent, Utilities, Insurance	\$ 1,812,477.00	\$ 1,975,375.00	\$ 162,898.00
Other Operating	\$ 3,563,180.00	\$ 3,880,298.00	\$ 317,118.00
Transfers Out Plant	\$ 3,162,654.00	\$ 2,297,027.43	\$ (865,626.57) 0.040951
Transfers Out Debt	\$ 3,457,494.00	\$ 3,579,752.00	\$ 122,258.00 0.063819
Capital Outlay	\$ 420,700.00	\$ 552,000.00	\$ 131,300.00 0.009841
Expenses Total	\$ 53,758,637.00	\$ 56,091,915.00	\$ 2,333,278.00
Income over (under) expenses	\$ 2.00	\$ -	\$ (2.00)

Jackson College

General Fund

	Fiscal Year 2024 Adjusted Budget	Fiscal Year 2025 Proposed Budget	Fiscal Year 2025 Draft Budget Compared to Fiscal Year 2024 Adjusted Budget
Revenues			
Tuition	\$ 20,300,480.00	\$ 21,227,290.00	\$ 926,810.00
Scholarships	\$ (710,000.00)	\$ (715,000.00)	\$ (5,000.00)
Student Services Fees	\$ 4,339,140.00	\$ 4,696,650.00	\$ 357,510.00
Other Fees	\$ 600,611.00	\$ 647,500.00	\$ 46,889.00
Net tuition and fees	<u>\$ 24,530,231.00</u>	<u>\$ 25,856,440.00</u>	<u>\$ 1,326,209.00</u>
State Appropriations	\$ 15,119,559.00	\$ 15,193,900.00	\$ 74,341.00
Property Taxes	\$ 6,389,547.00	\$ 6,662,275.00	\$ 272,728.00
CCE	\$ 100,000.00	\$ 199,000.00	\$ 99,000.00
Federal Grants	\$ 9,200.00	\$ -	\$ (9,200.00)
Gifts	\$ 1,313.00	\$ -	\$ (1,313.00)
Other	\$ 242,848.00	\$ 309,500.00	\$ 66,652.00
Rental Income	<u>\$ 100,000.00</u>	<u>\$ 72,000.00</u>	<u>\$ (28,000.00)</u>
Revenues Total	<u>\$ 46,492,698.00</u>	<u>\$ 48,293,115.00</u>	<u>\$ 1,800,417.00</u>
Expenses			
Wages	\$ 17,720,785.00	\$ 18,290,555.90	\$ 569,770.90
Retirement	\$ 4,808,404.00	\$ 5,563,896.64	\$ 755,492.64
Fringe Benefits	\$ 3,301,599.00	\$ 3,406,130.97	\$ 104,531.97
Services Staffing Agency	\$ 3,736,072.00	\$ 3,548,735.00	\$ (187,337.00)
Services	\$ 4,491,797.00	\$ 4,775,387.00	\$ 283,590.00
Materials	\$ 2,516,610.00	\$ 2,676,318.00	\$ 159,708.00
Rent, Utilities, Insurance	\$ 1,808,477.00	\$ 1,971,375.00	\$ 162,898.00
Other Operating	\$ 3,091,180.00	\$ 3,273,798.00	\$ 182,618.00
Transfers Out Plant	\$ 1,146,577.00	\$ 661,166.49	\$ (485,410.51)
Transfers Out Debt	\$ 3,457,494.00	\$ 3,579,752.00	\$ 122,258.00
Capital Outlay	<u>\$ 413,700.00</u>	<u>\$ 546,000.00</u>	<u>\$ 132,300.00</u>
Expenses Total	<u>\$ 46,492,695.00</u>	<u>\$ 48,293,115.00</u>	<u>\$ 1,800,420.00</u>
Income over (under) expenses	<u>\$ 3.00</u>	<u>\$ (0.00)</u>	<u>\$ (3.00)</u>

Jackson College

Auxiliary Fund

	Fiscal Year 2024 Adjusted Budget	Fiscal Year 2025 Proposed Budget	Draft Budget Compared to Fiscal Year 2024
Revenues			
Scholarships	\$ (200,000.00)	\$ (200,000.00)	\$ -
Textbook Fee	\$ 1,400,000.00	\$ 1,961,000.00	\$ 561,000.00
Class Fees	\$ 1,111,641.00	\$ 917,000.00	\$ (194,641.00)
Net fees	<u>\$ 2,311,641.00</u>	<u>\$ 2,678,000.00</u>	<u>\$ 366,359.00</u>
Housing	\$ 2,007,800.00	\$ 2,007,800.00	\$ -
Meal Plans	\$ 1,981,000.00	\$ 1,981,000.00	\$ -
Hospitality	\$ 486,000.00	\$ 517,000.00	\$ 31,000.00
Bookstore	\$ 78,500.00	\$ 130,500.00	\$ 52,000.00
Potter Center	\$ 351,000.00	\$ 420,000.00	\$ 69,000.00
Other	\$ 15,000.00	\$ 28,500.00	\$ 13,500.00
Rental Income	\$ 20,000.00	\$ 21,000.00	\$ 1,000.00
Transfers	<u>\$ 15,000.00</u>	<u>\$ 15,000.00</u>	<u>\$ -</u>
Revenues Total	<u>\$ 7,265,941.00</u>	<u>\$ 7,798,800.00</u>	<u>\$ 532,859.00</u>
Expenses			
Wages	\$ 1,611,365.00	\$ 1,485,965.60	\$ (125,399.40)
Retirement	\$ 418,100.00	\$ 328,680.07	\$ (89,419.93)
Fringe Benefits	\$ 249,400.00	\$ 231,293.38	\$ (18,106.62)
Services Staffing Agency	\$ 15,000.00	\$ 10,000.00	\$ (5,000.00)
Services	\$ 75,500.00	\$ 71,500.00	\$ (4,000.00)
Materials	\$ 1,136,800.00	\$ 1,205,000.00	\$ 68,200.00
Cost of Goods	\$ 1,260,700.00	\$ 1,777,900.00	\$ 517,200.00
Course Materials	\$ -	\$ 436,100.00	\$ 436,100.00
Rent, Utilities, Insurance	\$ 4,000.00	\$ 4,000.00	\$ -
Other Operating	\$ 472,000.00	\$ 606,500.00	\$ 134,500.00
Transfers Out Plant	\$ 2,016,077.00	\$ 1,635,860.94	\$ (380,216.06)
Capital Outlay	<u>\$ 7,000.00</u>	<u>\$ 6,000.00</u>	<u>\$ (1,000.00)</u>
Expenses Total	<u>\$ 7,265,942.00</u>	<u>\$ 7,798,800.00</u>	<u>\$ 532,858.00</u>
Income over (under) expenses	<u>\$ (1.00)</u>	<u>\$ 0.00</u>	<u>\$ 1.00</u>

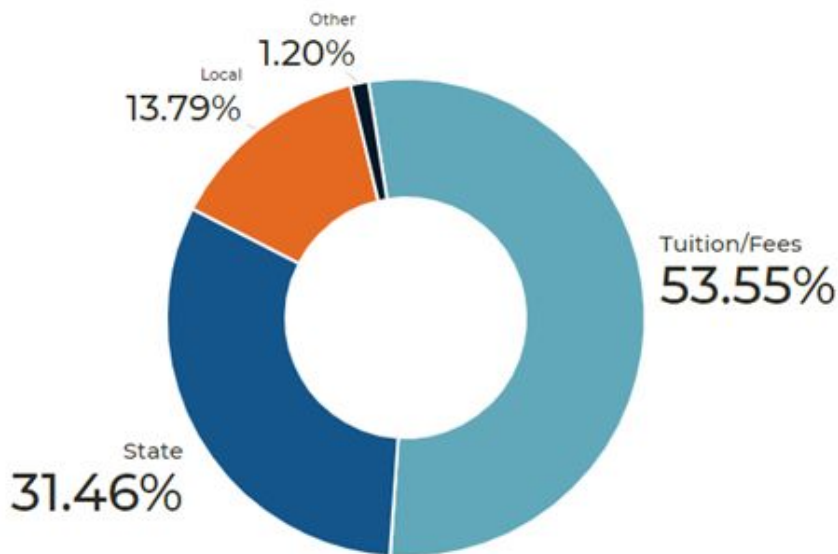


President's Philosophy Toward Tuition Setting...

Jackson College is facing ongoing financial challenges, driven by factors such as inflation, constrained millage, and rising community and student expectations. Despite tuition increases, the institution grapples with tough decisions regarding staffing, addressing market pressures on compensation, and managing deferred maintenance issues.

The financial structure for the FY'25 General Fund at the College is as follows: Tuition contributes 53.55%, State Aid 31.46%, modest local support 13.79%, and Other sources make up 1.20%. This configuration presents a significant fiscal dilemma, hindering the College from fully realizing its potential in serving the community and students.

FY'25
General Fund Revenue % by Type



Until significant and stable changes occur in our revenue streams, we must adopt a strategic approach to utilizing tuition and integrating it into the College's financial plan.

Tuition Philosophy:

Michigan no longer provides the majority of budget revenues for community colleges, contributing only 31.46% to our total revenue stream.

My approach to tuition remains centered on maintaining competitiveness with other community college options for students. With the growing availability of virtual learning and the current market dynamics favoring students, it's crucial to offer competitive tuition rates to both local and non-local students. This commitment to competitive rates extends to ensuring that our dual enrollment rates make Jackson College the top choice for students across Jackson, Lenawee, and Hillsdale counties.

Philosophy Specifics:

My tuition strategy suggests that Jackson College should keep out-of-district tuition rates below 117% of in-district rates. This approach is based on the understanding that all taxpayers contribute to the College through state aid, making it crucial to maintain equitable tuition rates. I believe this strategy is essential for enhancing our regional competitiveness among peer community colleges.

In the model below, a 5.0% tuition increase is projected for Kellogg, LCC, Monroe, and WCC community college tuition rates, unless the actual fall 2025 rates are officially published on the college's website:

	FY 24	FY 25	FY 24	FY 25	FY 24	FY 25
	In-District Tuition	In-District Tuition	Out-District Tuition	Out-District Tuition	Universal Fees	Universal Fees
JC	\$185.00	\$193.00	\$209.00	\$225.00	\$49.50	\$53.00
Kellogg	\$131.25	\$133.00	\$212.50	\$216.00	\$27.00	\$27.00
LCC	\$117.00	\$122.85	\$234.00	\$245.70	\$15.00	\$15.75
Monroe	\$124.54	\$129.52	\$221.26	\$221.26	\$25.00	\$29.00
WCC	\$99.00	\$103.95	\$176	\$184.80	\$15.00	\$15.75
Average	\$131.36	\$136.46	\$210.55	\$218.55	\$26.30	\$28.10

Furthermore, my tuition strategy dictates that Jackson College should handle tuition increases as necessary, ensuring they do not surpass 50% of the average tuition levels of our primary transfer institutions, namely Eastern Michigan University, Michigan State University, University of Michigan, and Central Michigan University. Despite maintaining a tuition advantage over these public regents' institutions, this approach would generate increased revenues for the College.

This proposal, assuming a 5.0% increase, would be implemented accordingly to achieve the desired balance between competitiveness and revenue generation.

Tuition Rates			50%	
	FY' 24	FY '25	FY' 24	FY' 25
EMU*	\$475.00	\$498.75	\$237.50	\$249.38
MSU	\$521.75	\$547.84	\$260.88	\$273.92
UM**	\$528.00	\$554.40	\$264.00	\$277.20
CMU	\$456.00	\$478.80	\$228.00	\$239.40
Average	\$495.19	\$519.95	\$247.59	\$259.97

*Flat Block Tuition Rate at Eastern Michigan University. Tuition rate above was calculated using EMU's Net Price Calculator using 16 credits per semester.

**Based on the lowest tuition rate I could find on the University of Michigan's Registrar page using 16 credits in the calculation.

Allowable Tuition Growth at Jackson College in order to remain within 50% of universities is: \$34.97 which is the difference between JC's FY25 out of district rate and the average of 50% estimated FY25 of the four transfer universities above.

Clearly, the 50% university model must also consider neighboring community college out-of-district rates (as noted above) in an effort not to encourage a migration of Jackson County students to other community colleges. Note also that these data are also important since our service area includes students in Hillsdale and Lenawee County, who also pay out-of-district rates.

Summary:

Jackson College remains an innovative, reputable, high-quality, and a good value institution of higher education in the south-central Michigan region.

References:

[Tuition & Fees | Kellogg Community College](#)
[Tuition and Costs - Lansing Community College \(lcc.edu\)](#)
[Tuition and Fees | Monroe County Community College \(monroeccc.edu\)](#)
[College Tuition Costs | Current Tuition Rates and Fees | WCC \(wccnet.edu\)](#)
[Tuition and Fees Calculator - Student Business Services \(emich.edu\)](#)
[Tuition & Fees | Office of the Registrar \(umich.edu\)](#)
[Sample Budgets | Office of Financial Aid | Michigan State University \(msu.edu\)](#)
[CMU Tuition and Fees | Central Michigan University \(cmich.edu\)](#)

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:

6.0 Board Ownership

6.1 Ownership Definition

BOARD POLICY: GOVERNANCE PROCESS: GP-11 Board Linkage with Ownership

Executive Summary:

During this time, the Board will discuss the College definition of the Owners of Jackson College are. This will be facilitated by Governance Coach Rose Mercier, who will be attending virtually. The Board will consider:

1. Who has the long-term interest in the success of Jackson College – electors, taxpayers, citizens?
 - a. Electors
 - i. Electors in MI (individuals living in the College districts who are MI residents, US citizens, 18 years of age, and not currently serving a sentence in jail or prison) have the authority to hire and fire the Board.
 - ii. Electors could be considered “legal Owners”.
 - b. Taxpayers
 - i. Taxpayers have a financial interest in the College because as the College does well, then values, reasonably, improve – through an educated populous, etc.
 - ii. If the College were to dissolve, the remaining assets would be distributed amongst the property taxpayers of Jackson County.
 - iii. Taxpayers could be considered “funders”, to which the College has an accountability.
 - c. Citizens
 - i. Not all citizens are electors or taxpayers. Not all electors are taxpayers.
 - d. Potential conclusive statement: The category of taxpayers encompasses those that are both citizens and electors, making ‘taxpayers’ the most inclusive Owner focus group to consider when defining and engaging the Owners of Jackson College.

Requested Board Action:

Comment and Participation only



Ownership Linkage Practice Board of Trustees Jackson College, MI

Overview:

Ownership linkage work is pivotal for the Board of Trustees in its governance leadership work as it bridges the gap between governance and the Owners' aspirations for the community. Engaging in this process allows the Board to capture and integrate the nuanced perspectives and evolving priorities of those with a vested interest in the success of Jackson College, ensuring that governance decisions resonate with their core values.

This proactive, generative, strategic and future-focused engagement is vital in steering the organization's strategic trajectory, and underpinning decision-making with a deeper understanding of ownership expectations. It reinforces a culture of transparency and accountability within the Board's Policy Governance framework, strengthening trust and participation among Owners, as well as Stakeholders. Ultimately, Ownership Linkage is key in formulating policies and strategic directions that are not only responsive to the current regional ecosystem, but also reflective of the Owner's collective vision and future needs, thereby bolstering Jackson College's effectiveness and alignment with its fundamental mission.

In essence, the principal of Ownership Linkage is about effectively connecting with, understanding, and incorporating the perspectives of those with a moral stake in the success of Jackson College, into the governance process, aligning the Board's actions and decisions with the values and needs of its Owners, thereby enhancing the organization's effectiveness, relevance, and accountability.

According to Janice Moore, John Carver's Policy Governance model suggests several key purposes through the use of Ownership Linkage in effective governance:

- Clarifying Accountability - This process ensures that the Board genuinely represents and is accountable to the organization's 'Owners' - those with a moral investment in Jackson College's conduct and outcomes.
- Informing Decision-Making - Interacting with Owners provides the Board with critical insights that shape its decisions, particularly concerning the organization's goals and impacts.
- Ensuring Relevance and Responsiveness - Regular engagement with Owners ensures the organization remains aligned with their evolving needs, values, and expectations, adapting as necessary.
- Fostering Trust and Transparency - Ownership linkage demonstrates the Board's commitment to openness, building trust by showing that Owner perspectives are considered in decisions.

- Guiding Strategic Direction - Owner input is vital for aligning the organization's goals and strategies with Owner expectations and needs.
- Enhancing Board's Knowledge and Perspective - These activities expand the Board's understanding of the operational environment, aiding informed, strategic decisions.
- Balancing Diverse Interests - It assists the Board in balancing the varied interests within the Ownership, ensuring decisions reflect broader ownership interests.
- Building Engagement and Participation Culture - The practice encourages Owners to actively participate in governance and the organization's success.
- Creating a Feedback Loop - Establishes continuous feedback between the Board and Owners, enabling governance and organizational performance improvement.
- Supporting Policy Development - Owner input is crucial in developing and refining policies, especially those defining Jackson College's desired outcomes.

Defining the JC Owners:

As the Board considers who the Owners of Jackson College are, the Board asks itself the following:

1. Who has the long-term interest in the success of Jackson College – electors, taxpayers, citizens?
 - a. Electors
 - i. Electors in MI (individuals living in the College districts who are MI residents, US citizens, 18 years of age, and not currently serving a sentence in jail or prison) have the authority to hire and fire the Board.
 - ii. Electors could be considered “legal Owners”.
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 - i. Taxpayers have a financial interest in the College because as the College does well, then values, reasonably, improve – through an educated populous, etc.
 - ii. If the College were to dissolve, the remaining assets would be distributed amongst the property taxpayers of Jackson County.
 - iii. Taxpayers could be considered “funders”, to which the College has an accountability.
 - c. Citizens
 - i. Not all citizens are electors or taxpayers. Not all electors are taxpayers.
 - d. Potential conclusive statement: The category of taxpayers encompasses those that are both citizens and electors, making ‘taxpayers’ the most inclusive Owner focus group to consider when defining and engaging the Owners of Jackson College.

Ownership Linkage Methodologies:

There are a variety of methodologies that the Jackson College Board of Trustees can use in order to gather relevant, forward-thinking, future-focused insights that can assist the Board in it's ENDS policy development that will ultimately require the Chief Executive Officer's attention and delivery. The means of gathering this important

information can be used concurrently, over months or over many years. Finally, the collection of Ownership Linkage is not required to acquisition each year. Indeed, there should be sufficient time provided to the CEO in order to effectuate changes to ENDS policy statements as they are updated by the Board. Tools for Ownership Linkage information gathering include:

- Owner Advisory Groups: The methodology involves creating groups made up of Owners to provide advice and share their views on specific matters.
- Structured Surveys and Questionnaires: These instruments are paramount for eliciting both quantitative and qualitative responses. Their digital or physical dissemination facilitates broad engagement. Platforms like Google Forms and SurveyMonkey enhance creation and analytical efficacy.
- In-depth Interviews and Focus Groups: Individual interviews offer rich, nuanced data, while focus groups leverage the dynamic of group interaction to extract diverse perspectives and deeper insights into collective behaviors and attitudes.
- Digital Footprint Analysis and Social Media Scrutiny: Leveraging sophisticated tools to scrutinize online interactions and social media engagements can yield insights into prevailing trends, preferences, and public opinions.
- Examination of Public Archives and Existing Datasets: Utilizing pre-existing data from public domains or prior research studies can furnish valuable insights without necessitating primary data collection.
- Crowdsourcing Techniques: Engaging distributed crowds through platforms like Amazon Mechanical Turk or utilizing social media networks enables the aggregation of extensive data sets from diverse demographics.
- Interactive Workshops and Community Dialogues: Facilitating forums where participants can engage in collective deliberation and feedback offers unique insights, particularly for community-focused initiatives.
- Targeted Polling Methods: Conducting succinct polls, whether digitally, telephonically, or face-to-face, provides immediate feedback on specific queries, although with a potential trade-off in depth for speed.
- Direct Conversations: Talking to Owners in person, like at casual café meetups or formal annual meetings, to get their thoughts and feedback.
- Informed Opinion Polls: Bring together a group of representative Owners, give them detailed information on certain topics, and then ask for their opinions.
- Special Invitee Meetings: Ask important people or experts in the Owner group to meet and talk about specific issues in depth.
- Quick On-the-Spot Surveys: Do short surveys in places where people naturally gather, like malls or parks, to get quick opinions.
- Visiting Established Groups: Go to places where people already meet, like community centers or churches, to talk and listen to their views.
- Collaboration with Similar Boards: Work together with other boards that have similar types of Owners to understand what's important to them.

What to Ask JC Owners:

The following list is designed to elicit detailed and forward-looking responses from the Ownership of Jackson College, guiding its strategic direction and ensuring alignment with the community's evolving needs:

1. Adapting Curriculum to Future Trends: "How should our Jackson College modify its curriculum to align with technological advancements and societal changes expected over the next decade?"
2. Enhancing Lifelong Learning Opportunities: "What approaches should Jackson College take to bolster lifelong learning and adult education, in response to the growing demand for continuous skill development in a rapidly evolving world?"
3. Global Perspective Integration: "What methods can Jackson College employ to incorporate global perspectives into its programs, preparing students for a globally interconnected society?"
4. Community College's Role in Digital Shifts: "In the context of widespread digital transformation across industries, what should be Jackson College's role in facilitating our community's adaptation to these changes?"
5. Emphasizing Sustainability Education: "Given the increasing concerns about environmental sustainability, what level of focus should Jackson College place on environmental education and sustainable practices?"
6. Mental Health Support Initiatives: "What initiatives or programs should be implemented by Jackson College to enhance student mental health and overall well-being?"
7. Promoting Equity and Social Justice: "What measures can Jackson College take to actively foster equity and social justice in our community?"
8. Collaborative and Experiential Learning Models: "What is your viewpoint on Jackson College developing partnerships with businesses and industries to provide experiential, hands-on learning opportunities?"
9. Focus on Emergent Study Fields: "Which emerging study fields should Jackson College prioritize to equip students for the future job market?"
10. Improving Community Feedback Mechanisms: "How can we better our feedback systems to ensure continuous alignment with community needs and effective adaptation to future challenges and opportunities?"
11. Addressing Changing Demographics: "What strategies should Jackson College implement to adapt its services and programs to the evolving demographic composition of our community in the next decade?"
12. Role of Artificial Intelligence in Future Education: "What role do you envision for artificial intelligence in the future educational landscape, and how should Jackson College prepare for this integration?"
13. Fostering Entrepreneurial Capabilities: "How critical is it for Jackson College to nurture entrepreneurial skills in students, and what specific initiatives would you suggest for this purpose?"
14. Developing Student Resilience: "In an era marked by uncertainties, how can Jackson College contribute to cultivating resilience and adaptability in its students?"
15. Cultural Competence Enhancement: "What strategies should Jackson College employ to boost cultural competence and global awareness amongst students in a diversifying world?"

Schedule:

Fiscal Year	Owner Category	Channel or Methodology	Location	Date/Time
2024	JPEC	Focus Group	JPEC	October 12 18:30
2024	Township Bds	Focus Group	Township Offices	Summer - varied
2025				
2025	Owners	Survey	online	Spring
2026				
2026	Chamber Bds	Focus Group	Chamber offices	Fall

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
Planning Session Date: April 2, 2024



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

Subject to be Discussed:
6.0 Ownership Linkage 6.2 Ownership Linkage Plan <u>BOARD POLICY:</u> GOVERNANCE PROCESS: GP-11 Board Linkage with Ownership
Executive Summary:
The Board will hold a discussion of their Ownership Linkage Practices led by the enclosed document that I have developed for your consideration. I ask that you consider the Ownership Linkage Methodologies and an Ownership Linkage Schedule for the next 3 years.
Resource Impact:
None
Requested Board Action:
Discussion of the Board's Ownership Linkage Plan and Schedule.

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
6.0 Board Items 6.3 Summer Retreat Agenda Considerations <p style="text-align: right;"><u>BOARD POLICY:</u> GOVERNANCE PROCESS: GP-03 Board Planning Cycle and Agenda Control</p>
Executive Summary:
This time has been set aside for the Board to propose and consider topics for the Board's August 22 nd Summer Retreat agenda, if it is the Board's desire that this practice should continue.
Resource Impact:
None
Requested Board Action:
Comment and Participation only
Action Taken:

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
 Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
7.0 Plus/Delta <u>BOARD POLICY:</u> GOVERNANCE PROCESS: GP-01 Governing Style
Executive Summary:
At this point, we welcome any feedback you have on how we can improve future meetings as well as what worked well from your perspective.
Resource Impact:
None
Requested Board Action:
Feedback and discussion
Action Taken:

BOARD OF TRUSTEES SPRING PLANNING SESSION
Action & Information Report
Planning Session Date: April 2, 2024



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

Subject to be Discussed and Policy Reference:
8.0 Adjourn * <u>BOARD POLICY:</u> GOVERNANCE PROCESS: GP-13 Special Rules of Order
Board action is required to adjourn the meeting.
Resource Impact:
None
Requested Board Action:
Meeting Adjournment
Action Taken: