

# Jackson College Board of Trustees Meeting

Regular Meeting

August 08, 2022 06:30 PM



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(\*) Indicates a roll-call item

# Jackson College COVID-19 Protocol – 8.8.22



## ***Campus Arrival:***

- Emmons Road Entrance has been reopened

## ***Testing, Vaccinations & Illness:***

- Continue to test 3-5 days after travel or large gatherings (note: The Health Clinic has the Pfizer booster available, appointment needed)

## ***Classrooms & Campus Spaces***

- Masks are encouraged in larger spaces (e.g., fieldhouse, community rooms, Music Hall etc.).
- Masks may be required in certain areas such as Health Clinic, specific work spaces and full capacity classrooms. *Signs will be posted.*
- *We also highly encourage you to keep a mask on you at all times, should the spaces you visit necessitate the usage of one*

**As a matter of College Policy, at all times, all students, employees and visitors are required to remain off campus if they are exhibiting any level of illness, whether or not they believe it to be COVID-19.**

**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
Board Meeting Date: August 8, 2022



**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 ( <b><u>BOARD POLICY:</u></b> GOVERNANCE PROCESS: GP-13 Special Rules of Order)
Description:
Board Chairperson 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 MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022

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

<b>Subject to be Discussed and Policy Reference:</b>
2.0 Adoption of Minutes 2.1 Regular Board Meeting of 06.13.22  ( <b><u>BOARD POLICY:</u></b> GOVERNANCE PROCESS: GP-01 Governing Style)
<b>Description:</b>
Attached are the minutes of the most recent meeting of the Board for your review and consideration for placement into the formal record of the Jackson College Board of Trustees.  Please note that, by law, a preliminary draft of these minutes are posted within 10 days of the preceding Board Meeting and are finalized as a permanent record upon Board approval at this, the subsequent board meeting.
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Consideration of the minutes for approval to the formal record of the Board.
<b>Action Taken:</b>



## **REGULAR MEETING OF THE BOARD OF TRUSTEES**

Jackson College

Central Campus, George E. Potter Center, 2<sup>nd</sup> Floor,  
Boardroom

06.13.22

### **[DRAFT & UNOFFICIAL]**

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The Regular Meeting of the Board of Trustees of Jackson College was held on Monday, June 13, 2022, 6:30pm, at the Central Campus of Jackson College, George E. Potter Center, 2<sup>nd</sup> Floor, Boardroom.

*Board Members Present:* Chairperson John Crist, Vice-Chairperson Sheila Patterson, Trustee Christopher Simpson, Trustee Sam Barnes, and Trustee Philip Hoffman

*Board Member Excused Absence:* Trustee Donna Lake and Trustee Matthew Heins

*Others Present:* President Daniel Phelan, Darrell Norris, Cindy Allen, Kelly Crum, Julie Hand, Dr. Todd Butler, Alana Tuckey, Jonathon Marowelli, Jonathan Williams, Michael P. Masters, and Keith Book.

Chairperson John Crist called the meeting to order at 6:30PM Eastern Daylight-Savings Time.

#### **ADOPTION OF MINUTES**

The draft minutes of the Regular Meeting of the Board of Trustees on 05.09.22 were reviewed by the Board and moved into the permanent record by Chairperson Crist, on behalf of the Trustees.

#### **DECLARATION OF CONFLICT OF INTEREST**

There were no conflicts of interest expressed by Trustees for items appearing on the agenda for the meeting.

#### **OWNERSHIP LINKAGE**

##### ***PUBLIC COMMENTS:***

None.

##### ***BOARD COMMENTS:***

Trustee Simpson shared his positive experience of attending the Parnall and Cotton correctional facilities' CEP graduation ceremonies. He also expressed his appreciation for, and enjoyment of, the Dr. Ethelene Jones Crockett Distinguished Alumni Award Dinner held on June 9<sup>th</sup> where he received the 2022 Crockett Distinguished Alumni Award. He noted also that members of the Crockett family were present at the dinner,

and he would have liked for their presence to have been acknowledged more fully. Vice Chairperson Patterson also noted that more knowledge of attendees at the dinner would be helpful in the future, in order to acknowledge those that may be starting a new scholarship or anything of that nature.

Chairperson Crist thanked Trustee Simpson for his extra efforts in traveling to this Board meeting, considering his long drive for this particular meeting.

**CEO COMMENTS:**

President Phelan provided the Board of Trustees with the most recent copy of the ACCT Journal, which includes a promotion of his latest book, *The Community College Board 2.0: Covenant Governance*. He also shared a heartfelt thank you card received from former Trustee Ed Mathein. Trustee Hoffman's participation in the Rose Run was also celebrated.

**LINKAGE COMMITTEE STATUS:**

Chairperson Crist provided an overview of the recently executed Ownership Linkage meetings and the planning in place to schedule more. He noted that this will be further discussed at the August Board Retreat.

**ITEMS FOR DECISION**

**GOVERNANCE PROCESS ITEMS: Board Consideration of Audit Committee Members:**

With the recent retirement of Dr. Ed Mathein from the Jackson College Board of Trustees and given that he was a member of the Board's Audit Committee, the Board considered replacing Dr. Mathein's absence on the Board's Audit Committee. Chairperson Crist proposed appointing Trustee Heins, who was not present at the meeting, but who had expressed interest previously. This appointment was unanimously well received by the Board.

**GOVERNANCE PROCESS ITEMS: Board Consideration of Audit Committee Meeting Date:** The Board considered a Pre-Audit Committee Meeting date during the weeks of June 13 or June 20, 2022. Keith Book will schedule this meeting ASAP for the Committee.

**GOVERNANCE PROCESS ITEMS: Policy Review: GP-09 Board Code of Conduct:**

President Phelan presented policy GP-09 Board Code of Conduct for the Board's regular review of the policy.

**MOTION BY TRUSTEE HOFFMAN TO APPROVE POLICY GP-09 BOARD CODE OF CONDUCT. TRUSTEES VOTED BY ROLL CALL VOTE: TRUSTEES BARNES, SIMPSON, PATTERSON, HOFFMAN, AND CRIST VOTING AYE. MOTION PASSED UNANIMOUSLY.**

*EXECUTIVE LIMITATIONS ITEMS: Policy Review: EL-00 General Executive Constraints:*

President Phelan presented policy EL-00 General Executive Constraints with his interpretations, for the first time to the Board. He noted that potential evidence sources were outlined alongside the interpretations for the Board, though it is not actual evidence yet.

Trustee Barnes suggested going forward to review the policies themselves first and then at a later date, a month later perhaps, to monitor the evidence. This course of action was favorably received by all Trustees present. Dr. Phelan will outline this change at the next Board meeting.

**MOTION BY TRUSTEE SIMPSON TO APPROVE THE CEO'S INTERPRETATIONS FOR EL-00 GENERAL EXECUTIVE CONSTRAINTS. TRUSTEES VOTED BY ROLL CALL VOTE: TRUSTEES BARNES, SIMPSON, PATTERSON, HOFFMAN, AND CRIST VOTING AYE. MOTION PASSED UNANIMOUSLY.**

*EXECUTIVE LIMITATIONS ITEMS: Policy Review: EL-03 Planning:*

President Phelan presented policy EL-03 Planning and his interpretations.

**MOTION BY VICE CHAIRPERSON PATTERSON TO APPROVE THE CEO'S INTERPRETATIONS FOR EL-03 PLANNING. TRUSTEES VOTED BY ROLL CALL VOTE: TRUSTEES BARNES, SIMPSON, PATTERSON, HOFFMAN, AND CRIST VOTING AYE. MOTION PASSED UNANIMOUSLY.**

*EXECUTIVE LIMITATIONS ITEMS: Select Representative to MCCA Board of Directors:*

A Trustee-Director and Alternate Trustee-Director for the MCCA Board of Directors were considered for FY '23. Chairperson Crist shared his desire to remain the Trustee-Director and Trustee Barnes shared his desire to remain the Alternate Trustee-Director. Dr. Phelan will serve as the President-Director by default.

**MOTION BY TRUSTEE HOFFMAN TO APPROVE CHAIRPERSON CRIST AS TRUSTEE-DIRECTOR AND TRUSTEE BARNES AS ALTERNATE TRUSTEE-DIRECTOR. TRUSTEES VOTED BY ROLL CALL VOTE: TRUSTEES BARNES, SIMPSON, PATTERSON, HOFFMAN, AND CRIST VOTING AYE. MOTION PASSED UNANIMOUSLY.**

*EXECUTIVE LIMITATIONS ITEMS: JPEC Charter Re-authorization:*

Pursuant to Part 6A of the Revised School Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws, the Jackson College Board of Trustees considered the approval of issuing a contract to Jackson Preparatory and Early College (JPEC), to be effective 07.01.22, confirming the Academy's status as a public-school academy in this State. President Phelan welcomed the JPEC Superintendent Jonathon Marowell and JPEC President of the Board Jonathan Williams to the Board meeting and described the ever-strengthening relationship between Jackson College and JPEC. Superintendent



Marowelli expressed his gratitude to Jackson College and excitement for the future. He noted that the goal is long-term growth and staying committed to student success.

Trustee Simpson acknowledged the celebrated accomplishments of JPEC thus far and also asked if any shortcomings had been reported. President Phelan noted that there have been a small number of students that have not done well, usually due to a home life condition which is difficult to address, but the majority of students that go to JPEC for a different kind of experience excel, leading the County in a number of criteria. Superintendent Marowelli reported that in the last two years, JPEC students have had the highest SAT scores that the County has ever had. He described cultivating a CTE program that starts in 6<sup>th</sup> grade rather than the usual 11<sup>th</sup> grade. He also shared his excitement for the STEAM Factory being built by Jackson College as well, a facility JPEC is in line to utilize heavily.

Trustee Barnes noted that data supporting no cherry picking of students by JPEC is important. Superintendent Marowelli shared that the diversity rate at JPEC is second only to JPS and that meal subsidization is participated in highly by JPEC students as a whole. President Williams described that his son's "education-first attitude" came from his experience at JPEC. President Phelan described the goal to realize the original vision of 800 JPEC students enrolled.

Chairperson Patterson asked what JPEC's current enrollment is, to which Superintendent Marowelli reported 300 in grades 6-12. For this Fall, the goal is to be at 330 students, hoping to grow 100 per year after this year. President Phelan expressed his gratitude to both Superintendent Marowelli and President Williams.

**MOTION BY TRUSTEE SIMPSON TO APPROVE THE JPEC CHARTER RE-AUTHORIZATION FOR 10 YEARS. TRUSTEES VOTED BY ROLL CALL VOTE: TRUSTEES BARNES, SIMPSON, PATTERSON, HOFFMAN, AND CRIST VOTING AYE. MOTION PASSED UNANIMOUSLY.**

*EXECUTIVE LIMITATIONS ITEMS: Line of Credit Re-authorization:*

The Board considered a resolution to re-authorize a line of credit for Jackson College which would allow Jackson College to secure funds for College operations, or to pay previous loans obtained for college operations, under the Community College Act. A Limited Tax Pledge Notice and Affidavit of Posting Notice were both posted June 9<sup>th</sup> on site and to the Jackson College Website.

President Phelan described that this would only be used during a catastrophic event and only with the approval of the Board. Trustee Hoffman asked if this could be useful in the event of ransomware. President Phelan reported that the important data protection and due diligence necessary to get under the protective umbrella of the insurance has already been completed, so this funding would not be necessary.

**MOTION BY VICE CHAIRPERSON PATTERSON TO APPROVE THE LINE OF CREDIT RE-AUTHORIZATION FOR \$10MM. TRUSTEES VOTED BY ROLL CALL VOTE: TRUSTEES BARNES, SIMPSON, PATTERSON, HOFFMAN, AND CRIST VOTING AYE. MOTION PASSED UNANIMOUSLY.**

*EXECUTIVE LIMITATIONS ITEMS: Consideration of Millage Decision:*

The Board considered whether or not to pursue putting a new millage request on the November election ballot. All members present were in agreement not to pursue a new millage or Headlee overhead at this time.

*FY '23 BUDGET PROPOSAL: Truth in Budgeting Public Hearing:*

Chairperson Crist confirmed that a public notice was placed in the local newspaper, posted on site, and posted on the Jackson College website. He opened the formal public hearing regarding the proposed budget for FY '23.

**TRUSTEES VOTED BY ROLL CALL VOTE TO OPEN THE PUBLIC HEARING: TRUSTEES BARNES, SIMPSON, PATTERSON, HOFFMAN, AND CRIST VOTING AYE. THE PUBLIC HEARING WAS OPENED.**

There were no comments from the public.

**TRUSTEES VOTED BY ROLL CALL VOTE TO CLOSE THE PUBLIC HEARING: TRUSTEES BARNES, SIMPSON, PATTERSON, HOFFMAN, AND CRIST VOTING AYE. THE PUBLIC HEARING WAS CLOSED.**

*FY '23 BUDGET PROPOSAL: Consideration of FY '23 Authorization to Levy:*

The Board considered a resolution to authorize a reduced tax rate as prescribed by Headlee for Jackson College for FY '23 at 1.1327 mills.

**MOTION BY TRUSTEE HOFFMAN TO APPROVE THE RESOLUTION TO AUTHORIZE A REDUCED TAX RATE AS PRESCRIBED BY HEADLEE FOR JACKSON COLLEGE FOR FY'23 AT 1.1327 MILLS. TRUSTEES VOTED BY ROLL CALL VOTE: TRUSTEES BARNES, SIMPSON, PATTERSON, HOFFMAN, AND CRIST VOTING AYE. MOTION PASSED UNANIMOUSLY.**



## RESOLUTION FOR AUTHORIZATION TO LEVY A TAX

Jackson, Michigan

**WHEREAS**, the Jackson College Board of Trustees by resolution of June 13, 2021 proposes a total authorized levy of **1.1327** mills within the district for operating purposes for fiscal 2023; and

**WHEREAS**, the Jackson College Board of Trustees has carefully examined the financial circumstances of the college district for the 2022-23 fiscal year, including estimated expenditures, estimated revenue, taxable valuation of property located within the district, and determined that the levy of the millage rate will be necessary for the sound management and operation of the college; and

**WHEREAS**, the Jackson College Board of Trustees has complete authority to establish that a maximum of **1.1327** mills for operating purposes in 2022-2023 from within its authorized millage rate; and

**WHEREAS**, the Jackson College Board of Trustees held a budget hearing on June 13, 2021 at 6:30 p.m. in the Boardroom, located in the Potter Center on Jackson College's Central Campus to receive comments from the public regarding the proposed budget; and the budget document contains the requisite "Truth in Budgeting Act" information.

### NOW THEREFORE, BE IT RESOLVED THAT:

1. For 2022-2023, the total millage rate of **1.1327** mills, shall be levied upon property located within the college district; and
2. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution shall be and the same are hereby rescinded.

Signed:

A handwritten signature in cursive script, appearing to read 'John M. Crist', is written over a horizontal line.

John M. Crist  
Board Chairperson, Jackson College

June 13, 2021

Date

*FY '23 BUDGET PROPOSAL: Consideration of FY '23 Tuition and Fees:*

The Board considered the administration's tuition recommendations as part of the FY '23 Budget.

Trustee Simpson inquired as to when tuition was last increased. Last year was the last increase, confirmed by Chairperson Crist. Trustee Hoffman described few alternative options considering the low millage that is getting lower by the year. Vice Chairperson Patterson described that tuition has increased every year during her tenure.

Trustee Simpson asked how Jackson College compares with other Community College tuition rates. President Phelan noted that Jackson College looks better by comparison, especially considering the reduction of out-of-state/international tuition, only to be increased for this population by the property tax percentage of 13%. He noted that the \$400 Pell Grant for FY '23 increase may help students as well.

Per subsequent work, administration made the following tuition recommendations as part of the FY '23 budget.

- In-District tuition at **\$176.00** (was \$168.00) a \$8.00 increase
- Out-District at **\$199.00** (was \$190.00) a \$9.00 increase (113% of in district)
- Out-of-State/International at **\$264.00** (was \$327.00) a \$63.00 decrease (150% of in district)

**Student Service Fee** will be **\$50.00** for billing contact hour (was \$46.00)

**MOTION BY VICE CHAIRPERSON PATTERSON TO APPROVE THE ADMINISTRATION'S TUITION RECOMMENDATIONS AS PART OF THE FY '23 BUDGET. TRUSTEES VOTED BY ROLL CALL VOTE: TRUSTEES BARNES, SIMPSON, PATTERSON, HOFFMAN, AND CRIST VOTING AYE. MOTION PASSED UNANIMOUSLY.**

*FY '23 BUDGET PROPOSAL: Consideration of FY '23 Budget Proposal:*

The Board considered the FY '23 Budget Proposal of \$45,571,283. President Phelan walked the Board through explanations of projected billing contact hours, major revenue assumptions, major expense assumptions, the campus master plan, as well as a 3-year budget forecast.

**MOTION BY CHAIRPERSON CRIST TO APPROVE THE PROPOSED FY'23 BUDGET OF \$45,571,283. TRUSTEES VOTED BY ROLL CALL VOTE: TRUSTEES BARNES, SIMPSON, PATTERSON, HOFFMAN, AND CRIST VOTING AYE. MOTION PASSED UNANIMOUSLY.**

## **CONSENT / REQUIRED APPROVAL AGENDA**

### ***BOARD CONSIDERATION OF FALL PLANNING SESSION DATE:***

The Board discussed proposed dates for their Fall Planning Session. Trustee Hoffman noted that he prefers the morning sessions. Present Trustees will review the dates once more and report back to Keith Book with their availability.

## **MONITORING CEO PERFORMANCE**

### ***REGULARLY SCHEDULED CEO PERFORMANCE MONITORING: 2022 Monitoring: EL-03 Planning:***

President Phelan asked to bring the monitoring report back for consideration at the August meeting in order to further explain achieving less than 4.5% and 3.5% of the total operating budget allocated for plant and facilities maintenance and equipment.

### ***CEO COMPLIANCE REVIEW:***

President Phelan provided an update on the monitoring reports presented to the Board thus far, with the compliance status noted, as well as when compliance is expected. This schedule will change to reflect the offsetting of policy reviewing, to be followed by policy monitoring at the following Board meeting.

## **MONITORING BOARD PERFORMANCE**

### ***REGULARLY SCHEDULED BOARD SELF-MONITORING SURVEY RESULTS: GP-09 Board Code of Conduct***

Chairperson Crist reviewed the aggregate responses from Board members to a Self-Evaluation Survey of GP-09 Board Code of Conduct.

Trustee Simpson noted that his survey responses were based on a short amount of time on the Board. Trustees mutually agreed upon the overall positive aggregate responses.

## **INFORMATION REQUEST BY THE BOARD**

### ***Annual ACCT Congress and the MCCA Summer Institute:***

The Board discussed preparations for their in-person attendance at the MCCA Summer Institute in Traverse City, 07.27-29.22.

The Board also discussed in-person attendance at the ACCT 2022 Leadership Congress in New York City, 10.26-29.22. Chairperson Crist and President Phelan will be presenting at the event this year. Trustee Hoffman asked for keynote speaker's books before their sessions at the event. Keith Book will send out surveys for attendance and logistics planning.

*Next Board Meeting Topics – August 8, 2022:*

President Phelan provided the members a portend of items that are to come at the 08.08.22, Jackson College Board of Trustees Meeting and took agenda suggestions.

Below are the currently anticipated topics:

- Review Board Bylaws
- 2022 Monitoring: EL-00 General Executive Constraints
- 2022 Monitoring: EL-03 Planning
- Policy Review & 2023 Monitoring: E-01 Ends
- CEO Compliance Review – Offset Policy Review/Monitoring Schedule
- Discuss Preparations for the August 12<sup>th</sup> Board Summer Retreat
- Closed Session regarding Faculty Negotiations

**SELF-EVALUATION OF GOVERNANCE PROCESS & BOARD PERFORMANCE AT THIS MEETING**

*Principles of Policy Governance:*

Members noted that, in their view, the meeting went per plan utilizing the 10 principles of Policy Governance.

**MEETING CONTENT REVIEW**

None.

**ADJOURN**

**MOTION BY TRUSTEE HOFFMAN “To adjourn.” ROLL CALL VOTE: TRUSTEES BARNES, SIMPSON, CRIST, HOFFMAN, AND PATTERSON VOTING AYE. MOTION PASSED UNANIMOUSLY.**

Meeting Adjourned at 7:42 pm ET.

<p align="center"><b>BOARD OF TRUSTEES MEETING</b>  <b>Action &amp; Information Report</b>  Board Meeting Date: August 8, 2022</p>
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**TO:** Jackson College Board of Trustees  
**FROM:** Dr. Daniel J. Phelan, President & CEO

<b>Subject to be Discussed and Policy Reference:</b>
<p>3.0 Declaration of Conflict of Interest *</p> <p align="center"><b>(<u>BOARD POLICY</u>: GOVERNANCE PROCESS: GP-09 Board Code of Conduct)</b></p>
<b>Description:</b>
<p>Consistent with Board Policy, By-laws, and the standard Duty of Loyalty, this item is placed on the agenda for members to formally consider, and disclose any item on the agenda wherein they may have any apparent or actual conflict of interest. This duty standard also requires members to act transparently.</p> <p>Should a conflict be present, it is requested that the member note the item in question, and abstain from any action concerning said item.</p> <p>A roll call vote is required for this item.</p>
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Roll Call Consideration of any actual or perceived conflict of interest with agenda items.
<b>Action Taken:</b>

**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022



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

<b>Subject to be Discussed and Policy Reference:</b>
4.0 Ownership Linkage 4.1 Public Comments (limit of 5 minutes per person)  ( <b><u>BOARD POLICY:</u></b> GOVERNANCE PROCESS: GP-11 Board Linkage with Ownership)
<b>Description:</b>
<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. Comments are limited to five (5) minutes, unless a significant number of people plan to speak, and, in that instance, the Board Chair may limit a person's comments to less than five (5) minutes.</p> <p>The Chairperson may offer the following statement prior to persons offering comment:</p> <p><b><i>"When addressing the Board, speakers are asked be respectful and civil. Should speakers, who wish to address the Board on matters of an individual, personnel or student nature, are requested to first present such matters to the appropriate College department, in advance of presenting them to the Board."</i></b></p> <p><b><i>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, or 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></b></p>
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Receive comments from persons wishing to address the Board.
<b>Action Taken:</b>





**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022

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

<b>Subject to be Discussed and Policy Reference:</b>
4.0 Ownership Linkage 4.2 Board & CEO Comments  ( <b><u>BOARD POLICY:</u></b> GOVERNANCE PROCESS: GP-07.2 Ownership Linkage Committee Terms of Reference)
<b>Description:</b>
This item is placed on the agenda for members, as well as the CEO, to make any prefatory comments before engaging in the board agenda and deliberations. As such, members can use this item to offer any comments of a non-action oriented nature for the edification of other members and/or the CEO.
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Receive non-action item comments from members and/or the CEO.
<b>Action Taken:</b>

**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022



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

<b>Subject to be Discussed and Policy Reference:</b>	
4.0 Ownership Linkage	
4.3 Ownership Linkage Committee Status	
<b>(<u>BOARD POLICY</u>: GOVERNANCE PROCESS: GP-07.2 Ownership Linkage Committee Terms of Reference)</b>	
<b>Description:</b>	
<p>This item is placed on the agenda for both Chairperson Crist and Trustee Lake to provide an overview of their recently scheduled Ownership Linkage meetings and receive any Board comment.</p> <p>On July 14th, the Ownership Linkage Committee met with Jackson County Intermediate School District. Minutes from this meeting can be found in the Resource Center in Diligent.</p> <p>Scheduling of meetings with the Lily Missionary Baptist Church, Queen of the Miraculous Medal Parish, and Jackson County Farm Bureau are still pending, potentially for this Fall.</p> <p>A written survey (rather than a live meeting) has been requested by, and is being developed for, the following groups (and potentially many more):</p> <ul style="list-style-type: none"> <li>• Jackson Enterprise Group Board</li> <li>• Jackson Young Professionals</li> </ul>	
<b>Resource Impact:</b>	
None	
<b>Requested Board Action:</b>	
Consider update from Trustees regarding Ownership-Linkage progress.	



**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022

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

<b>Subject to be Discussed and Policy Reference:</b>
5.0 Items for Decision 5.1 Closed Session: Contract Negotiations *  ( <b><u>BOARD POLICY:</u></b> EXECUTIVE LIMITATIONS: EL-02 Treatment of Staff)
<b>Description:</b>
As provided by Public Act 15.268, Section 8, Sub-section (c) for strategy and negotiation sessions connected with the negotiation of a collective bargaining agreement, I hereby request closed hearing at this time for the above purpose as it relates to the contract negotiations with the faculty union.
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Affirm the request and move to closed session.
<b>Action Taken:</b>



**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022

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

<b>Subject to be Discussed and Policy Reference:</b>
5.0 Items for Decision 5.2 Board Consideration: Approval of Faculty Union Contract *  ( <b><u>BOARD POLICY:</u></b> EXECUTIVE LIMITATIONS: EL-02 Treatment of Staff)
<b>Description:</b>
This time on the agenda has been set aside for any public board discussion and action related to the consideration of the faculty union contract. I will provide a brief summary of the contract elements prior to any action the Board may wish to take.
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Consideration and approval of the faculty union contract.
<b>Action Taken:</b>

**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022



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

<b>Subject to be Discussed and Policy Reference:</b>
5.0 Items for Decision 5.3 Governance Process 5.3.1 Board Bylaws Review *  ( <b><u>BOARD POLICY:</u></b> GOVERNANCE PROCESS: GP-03 Board Planning Cycle & Agenda Control)
<b>Description:</b>
Linked for your review are the Board's By-Laws. They can be viewed <a href="#">here</a> .  As a reference, the Board's schedule for policy review is defined within GP-03: Board Planning Cycle and Agenda Control, and can be viewed <a href="#">here</a> .  I appreciate your review and discusson/consideration of any changes you would like to make.
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Consideration and approval of the Board's By-Laws
<b>Action Taken:</b>

**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022



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

<b>Subject to be Discussed and Policy Reference:</b>
5.0 Items for Decision 5.3 Governance Process 5.3.2 Policy Review: BCD-04 Monitoring President Performance *  ( <b><u>BOARD POLICY:</u></b> Board-CEO Delegation Policies: BCD-04 Monitoring President Performance)
<b>Description:</b>
<p>Linked for your review is the Board-CEO Delegation Policy for Monitoring President Performance BCD-04. It can be viewed <a href="#">here</a>.</p> <p>As a reference, the Board's schedule for policy review is defined within GP-03: Board Planning Cycle and Agenda Control, and can be viewed <a href="#">here</a>.</p> <p>I look forward to receiving any comments or suggestions you may have on this item.</p>
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Consideration of approving or amending policy BCD-04 Monitoring President Performance.
<b>Action Taken:</b>

**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022



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

<b>Subject to be Discussed and Policy Reference:</b>
5.0 Items for Decision 5.3 Governance Process 5.3.3 Board Consideration: Recommendation for Special Audit *  ( <b><u>BOARD POLICY:</u></b> GOVERNANCE PROCESS: GP-07.1 Audit Committee Terms of Reference)
<b>Description:</b>
<p>The Audit Committee met on July 28<sup>th</sup> and recommended a special audit of cash and accounts payable be solicited from auditing firm Plante Moran.</p> <p>As a follow up to that meeting, I requested a bid for this service from both Plane Moran and Rheman. At the Audit Committee meeting, prior to this Board Meeting, I shared these bids for their consideration.</p> <p>The Board Audit Committee Chairman will bring the recommendation forward to this point on the agenda for your consideration.</p>
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Consideration and approval of Plante Moran conducting a special audit.
<b>Action Taken:</b>



**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022

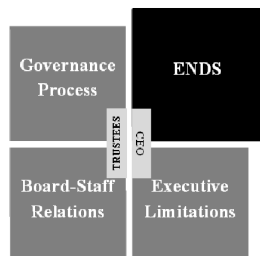
**TO:** Jackson College Board of Trustees  
**FROM:** Dr. Daniel J. Phelan, President & CEO

<b>Subject to be Discussed and Policy Reference:</b>
5.0 Items for Decision 5.4 ENDS Policies 5.4.1 Policy Review: E-01 Board ENDS * ( <b><u>BOARD POLICY:</u></b> ENDS: E-01 Board Ends)
<b>Description:</b>
<p>Linked for your review is the ENDS Policy for Board Ends E-01. It can be viewed <a href="#">here</a>.</p> <p>As a reference, the Board's schedule for policy review is defined within GP-03: Board Planning Cycle and Agenda Control, and can be viewed <a href="#">here</a>.</p> <p>I look forward to any comments or questions you may have on this item.</p>
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Consideration of approving or amending policy E-01 Board Ends.
<b>Action Taken:</b>





Policy Governance Domains



## BOARD OF TRUSTEES POLICY

**Policy Type:** Ends

**Policy Title:** Board Ends

**Policy Number:** E-01

**Date Adopted:** 8/12/19

**Version:** 1.0

**Date Last Reviewed:** 2/14/22

**Office Responsible:** President's

**Reviewing Committee:** Board of Trustees

**Jackson College exists so that:**

**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.**

### INTERPRETATION:

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

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

Compliance will be demonstrated when:

- a) Cost of achieving a four-year degree offset by two years of Jackson College experience is less than achieving same/similar degree at the four-year State or private institution
- 1. **An increasing number of students complete degrees and obtain industry recognized credentials of value in the workplace. (Eliminating an increasing number)**

### INTERPRETATION:

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

- a) The percentage of students who successfully complete degrees in a 2-year period; and
- b) Three-, four-, five, and six-year success ratings of students who complete degrees in 2 years-

This is reasonable because it shows how quickly students are able to complete a credential from Jackson College, or transfer to a four-year university, as well as the percentage that are able to complete the program in the intended two years which helps them realize the benefit of lower cost of education in a community college.

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

INTERPRETATION:

I have interpreted this to mean that graduates should have employment with a compensation level that is above 150% of the most recent Federal Poverty Guidelines for a family of four.

Achievement of this End will be demonstrated when:

All career related credentials submitted to the U.S. Department of Education and are evaluated to see if they qualify by Gainful Employment Standards. Gainful Employment standards demonstrate alignment with current job market demand that provide a family sustainable wage.

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

INTERPRETATION:

I have partially interpreted this policy in policy item 2.1 below. Achievement of that policy, together with the following shall constitute achievement of this End.

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

INTERPRETATION:

I interpret this item to mean that all transfer-related materials should be updated frequently throughout the academic year to ensure students have access to accurate transfer information to assist them with making informed educational decisions.

I further interpret this to mean that all articulation agreements and transfer-related materials, specific to program areas, are reviewed and approved by the appropriate academic

department, dean, faculty, and Registrar before publishing to the academic catalog and website.

Achievement of this End will be demonstrated when:

- a) Transfer Liaison confirms the accuracy of information that is published on the website; and
- b) Transfer Liaison confirms that all transfer information is evaluated by academic department, academic dean, registrar prior to publishing in catalogue and on web.

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

### **3. Diverse populations of students experience learning and academic success responsive to their unique whole student needs.**

#### **INTERPRETATION:**

I have fully interpreted “learning and academic success responsive to their unique whole student needs” in policy items #3.1 to #3.3 below. Achievement of the lower-level policies will constitute achievement of this End.

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

##### **INTERPRETATION:**

I interpret this to me that the “...students that might not otherwise have educational opportunities...” are defined as first generation, students of diverse background, PELL-eligible student.

Achievement of this End will be demonstrated when:

- a) College tuition is lower than comparable four-year private or state College;
- b) Financial aid that lowers price and create additional resources for success is available to any eligible student;
- c) Students have access to multiple modalities of delivery, i.e., online, face to face, hybrid, that fits their unique life;
- d) Student housing is available to students from other areas to live on campus that enables them to complete programs; and
- e) Student-parents have housing and are supported with employment services, academic tutoring, part-time campus employment, and student success mentoring.

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

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

**INTERPRETATION:**

I have interpreted “Current” to be defined as meeting the requirements of the academic or professional field of study and student’s academic program. (Note: Our College Faculty are considered to be the expert reference for what is required academically.) Relatedly, I consider Faculty annually identifying equipment or classroom needs, inclusive of technology and academic requirements, which are in turn supported by institutional and Perkins funding, as meeting the expectation of this ENDs statement.

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

**3.3. Students have ancillary support that meet their unique needs.**

**INTERPRETATION:**

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

- a) Students have access to in-person and online tutoring, a writing lab, math lab, and supplemental instruction (SI) support on the academic side of education.
- b) Students have access to the health clinic, mental health clinic (i.e., Oasis Center), dental clinic, and the food pantry. This is deemed reasonable as it addresses whole student health and nutrition, which directly impacts students’ ability to succeed academically.

**4. Students develop life and workplace skills.**

**INTERPRETATION:**

I have fully interpreted life and workplace skills in policy items 4.1 and 4.2 below. Achievement of these policies constitutes achievement of this policy.

**4.1. Students experience significant gains in their critical thinking, problem solving and written communication skills.**

**INTERPRETATION:**

I have interpreted this to mean that development of critical thinking, problem solving, and written communication skills are to be embedded in all academic programming, as well as measured through institutional academic outcomes, which should be

documented and reviewed by an assessment committee comprising faculty and administrators, which would developed and utilize rubrics of general education outcomes and essential competencies.

The achievement of this END is validated when:

- a) Rubrics developed by the faculty (and third party) identify the development of these three skills are approved the assessment committee.
- b) Program review done every five years when goals, success data and analysis related to these three skills are shared with the Academic Council and approved by Deans.

#### **4.2. Students have opportunities to develop leadership skills.**

##### **INTERPRETATION:**

Achievement of this End will be demonstrated when:

- a) The development of leadership skills is part of academic programming educational outcomes; and
- b) Students have opportunities to develop leadership skills outside the academic program in student government, student organizations, and athletics. Leadership skills include time management, accountability, communication, ownership, prioritization, problem solving, motivation, resilience, and building relationships. This is a reasonable measure as it is generally accepted among Community College administrators that student government, student organizations and athletics opportunities contribute significantly to development of leadership.

#### **5. Economic and social well-being of the region is enhanced.**

##### **INTERPRETATION:**

I have fully interpreted economic well-being in policy items #5.1 and #5.2 below.

Achievement of these lower-level Ends will constitute achievement of Ends policy #5.

##### **5.1. Employers have properly qualified people available to meet their needs.**

##### **INTERPRETATION:**

I have interpreted this statement to require that validation Perkins Funding, in each CTE (i.e., Career & Technical Education) program identifies and maintains an advisory committees to meet, in-person or virtually, not less than twice per year to review program and curriculum outcomes to assure programs meet employers' needs and provide guidance and insight as to new and emerging trends in workforce needs. Further, said committees should be comprises of professionals in related fields.

Achievement of this ENDs statement would be demonstrated by continuing or renewal of Perkins funding.

## **5.2. Employers have avenues for employee training.**

### **INTERPRETATION:**

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

Achievement of this End will be demonstrated when:

- a) The College offers credit and noncredit opportunities through Corporate & Continuing Education (CCE) based on employers' requests/needs for industry-recognized credentials; and
- b) The College facilitates funding for the employee training.

This is reasonable because it provides employers with the types of training that they need to gain in demand credentials.

## **5.3. The region has enhanced capacity for entrepreneurial innovation.**

### **INTERPRETATION:**

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

Compliance will be demonstrated when:

- a) The College offers credit and non-credit small business development and entrepreneurship courses and workshops, in various formats and lengths.
- b) Learning outcomes for business program curricula include the student demonstrating fundamental knowledge in core functional business areas.
- c) Business students participating in the rigorous business curriculum who participate in Student Feedback Surveys will be asked to identify that the program of instruction and the instructors are doing well in preparing students for the entrepreneurial workforce environment.
- d) Response options for Student Feedback Surveys for the credit courses would reflect a high level of satisfaction with the courses taken..

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

This is reasonable because individuals are more likely be successful if they are equipped with basic foundational tools

**5.4. The region has accessible resources that support civic engagement, community health and well-being, and reduced crime.**

**INTERPRETATION:**

Achievement of this End will be demonstrated when:

- a) Campus events support civic engagement in local, state, and national government;
- b) The Health clinic, dental clinic, counselling center is accessible to, and affordable for students and community; and
- c) The College offers a Correction Education Program CEP in correction facilities, in partnership with the Michigan Department of Corrections.
- d) CEP Students can pursue an Associate of Arts, Associate of General Studies, and/or Associate of Science degree which will allow them to transfer out to a 4-year baccalaureate institution upon release;
- e) CEP Students can also pursue an Associate of Applied Science in Business Administration, Public Administration Certificate or a Business Management Certificate which will allow the students to pursue employment upon their release
- f) CEP Students are assigned a Correction Education Program Specialist that will work with them as they navigate through the admissions, financial aid, and registration process. Correction Education students are provided with the same student supports as traditional college students on the Jackson College campus.

This is reasonable because research has shown that education contributes to community health, well-being, and reduced recidivism among former inmates.

**6. Residents have accessible resources to improve their quality of life.**

**INTERPRETATION:**

I have fully interpreted resources to improve quality of life in policy items #6.1 and #6.2. Achievement of these lower-level Ends will constitute achievement of this Ends policy.

**6.1. Lifelong learning opportunities are available to residents.**

**INTERPRETATION:**

Achievement of this Ends will be demonstrated when:

- a) Residents of Jackson, Lenawee, Hillsdale and surrounding communities have non-credit and credit opportunities;
- b) Non-credit courses are set at a lower cost to encourage lifelong learning among residents who might not otherwise take courses; and
- c) Residents have access to the College library.

**6.2. Residents have resources for social, cultural, arts and wellness experiences.**

**INTERPRETATION:**

Achievement of this End will be demonstrated when:

- a) The College offers cultural and arts programming at the Potter Centre for Performing Arts building which is accessible to community residents;
- b) Residents can enroll in non credit courses for arts and wellness;
- c) There is access to the gym through enrollment in non-credit courses for arts and wellness as well as fitness-related courses, (e.g., walking);

This is reasonable because it utilizes the resources of the College to make a range of experiences available to the community.

<b>Date Of Change</b>	<b>Version</b>	<b>Description of Change</b>	<b>Responsible Party</b>
11.11.19	1.0	First release of new Ends policy following Policy Governance consulting work.	Chief of Staff
11/8/21	1.0	Approved as partially compliant. Unavailable data to be provided at a later board meeting.	CEO
2/14/22	1.0	Approved as fully compliant.	CEO



**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022



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

<b>Subject to be Discussed and Policy Reference:</b>
6.0 Consent / Required Approval Agenda 6.1 Board Consideration of Summer Retreat Agenda  ( <b><u>BOARD POLICY:</u></b> GOVERNANCE PROCESS: GP-03 Board Planning Cycle and Agenda)
<b>Description:</b>
For the Board's consideration, attached, is a draft agenda for the Board's Summer Retreat on August 12 <sup>th</sup> . I believe that this accurately reflects items that I have been collecting from Trustees for discussion. If I have missed something, or if you would like other items added, now would be the time to do that.  We are planning for a nice gathering at the Wickwire House – I look forward to hosting you.
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Consideration and approval of the Board's Summer Retreat Agenda for August 12 <sup>th</sup> .
<b>Action Taken:</b>

**BOARD OF TRUSTEES SUMMER RETREAT**  
**Action & Information Report**  
 Board Meeting Date: August 12, 2022



Jackson College  
 Board of Trustees Summer Retreat  
 Wickwire House  
 Friday, August 12, 2022  
 7:30AM– 3:00PM

**AGENDA**

<b>7:30 AM</b>	<b>BREAKFAST</b>
<b>8:00 AM</b>	<b>1.0 Call to Order &amp; Pledge of Allegiance</b>
<b>8:01 AM</b>	<b>2.0 Declaration of Conflict of Interest *</b>
<b>8:02 AM</b>	<b>3.0 Public Comments (limit of 5 minutes per person)</b>
<b>8:03 AM</b>	<b>4.0. Ownership Linkage Committee Status / Next Steps</b>
<b>9:00 AM</b>	<b>5.0 Board Officer Vacancies – Bylaws – Proposed Text</b>
<b>9:30 AM</b>	<b>6.0 Supreme Court Decision – Board Member Censure</b>
<b>9:35 AM</b>	<b>7.0 Practice Review: Board Travel Precautions</b>
<b>9:40 AM</b>	<b>8.0 Policy Review: College Building/Room Naming (Dr. Mathein)</b>
<b>10:00 AM</b>	<b>9.0 Business Office / CFO Update</b>
<b>10:40 AM</b>	<b>10.0 Accreditation</b>
<b>10:55 AM</b>	<b>11.0 BSN</b>
<b>11:15 AM</b>	<b>12.0 Board Consideration of Fall Planning Session Topics</b>
<b>12:00 PM</b>	<b>LUNCH</b>
<b>12:45 PM</b>	<b>13.0 Robert’s Rules of Order Review</b>
<b>1:00 PM</b>	<b>14.0 Monitor Report Scheduling – Staggered vs. Yearly</b>
<b>1:05 PM</b>	<b>15.0 Board Member Attendance at Board Meetings</b>
<b>1:10 PM</b>	<b>16.0 Case Studies</b>
<b>1:35 PM</b>	<b>17.0 ESG</b>
<b>1:45 PM</b>	<b>18.0 IT Security Update</b>
<b>2:15 PM</b>	<b>19.0 Annual ACCT Congress Preparations</b>
<b>2:35 PM</b>	<b>20.0 MCCA FY23 Budget Summary</b>
<b>2:50 PM</b>	<b>21.0 Board Consideration of Regular Meeting Frequency</b>
<b>2:55 PM</b>	<b>22.0 Meeting Content Review</b>
<b>3:00 PM</b>	<b>23.0 Adjourn</b>

**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022



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

Subject to be Discussed and Policy Reference:	
6.0	Consent / Required Approval Agenda
6.2	Board Consideration of Fall Planning Session Date – October 18, 2022
	( <b><u>BOARD POLICY:</u></b> GOVERNANCE PROCESS: GP-03 Board Planning Cycle and Agenda)
Description:	
This time is set aside for consideration of the Fall Planning Session date of October 18 <sup>th</sup> . This date reflects the input of all trustees and was the best option available.	
Resource Impact:	
None	
Requested Board Action:	
Consideration and approval of October 18 <sup>th</sup> as the Fall Planning Session date.	
Action Taken:	

**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022



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

<b>Subject to be Discussed and Policy Reference:</b>
<p>7.0 Monitoring CEO Performance</p> <p>7.1 Follow-up CEO Performance Monitoring</p> <p>7.1.1 2022 Monitoring: EL-03 Planning *</p> <p><b>(<u>BOARD POLICY:</u> EXECUTIVE LIMITATIONS: EL-03 Planning)</b></p>
<b>Description:</b>
<p>Enclosed for your review is the 2022 Monitoring Report for EL-03 Planning. At the June 13<sup>th</sup>, 2022 Regular Board of Trustees Meeting, I asked to bring the monitoring report back for consideration at the August meeting in order to further explain achieving less than 4.5% and 3.5% of the total operating budget allocated for plant and facilities maintenance and equipment.</p> <p>You will note that my report now indicates full compliance according to my interpretations.</p> <p>I will respond to any questions you have about the report.</p>
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Board consideration of, and agreement with the monitoring report and my policy compliance.
<b>Action Taken:</b>



## Jackson College Board of Trustees

### Monitoring Report: EL – 03 Planning

Report Date: 06.13.22

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

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

06.13.22

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

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Date

#### **POLICY STATEMENT:**

**The President shall not permit planning that allocates resources in a way that risks fiscal jeopardy or that is not aligned with achievement of the Board's ENDs. Further, without limiting the scope of the above statement by the following list, the President shall not:**

#### **INTERPETATION:**

I have fully interpreted "allocates resources in a way that risks fiscal jeopardy" in policy items #2, #3 (3.1, 3.2, 3.2.1, 3.2.1.2, 3.2.1.2), #4, #5, #6, #7, #8, and #9; and fully interpreted "allocates resources in a way that is not aligned with the achievement of the Board's ENDs" in policy items #1 (including 1.1) #9 (9.1) Compliance with these lower-level policy items constitute compliance with this policy.

**1. Operate without a documented, multi-year strategy that can be expected to achieve a reasonable interpretation of the ENDS.**

**INTERPETATION:**

Compliance will be demonstrated when the President's Strategic Agenda demonstrates a clear alignment from the ENDS policies through to operational priorities assigned to the Leadership Council which, in sum, is responsible for the total operational activity of the College.

**EVIDENCE:**

A review of the Strategic Agenda on 03.31.22 confirms the operational activity in each respective Leadership Council Member's area of responsibility is clearly aligned to each of the ENDS policies.

**2. Permit budgeting for any fiscal period, or the remaining part of any fiscal period, that is not derived from the multi-year plan during that year.**

**INTERPETATION:**

Compliance will be demonstrated when the budget aligns with the current year in the three-year (i.e., pro-forma) financial plan.

**EVIDENCE:**

This three-year pro-forma was provided to the Board for consideration, as evidenced in at the Regular Board Meeting budget documents of 06.13.22, as well as on the College's web page.

**3. Permit financial planning that omits credible projection of revenues and expenses, separation of capital expenditures and operational expenses, cash flow projections, prior year comparisons, and disclosure of planning assumptions.**

I have partially interpreted prior year comparisons in 3.1 and partially interpreted separation of capital expenditures in 3.2. Compliance will be demonstrated by compliance with the lower-level policy items, as well as the following:

- a) Projected revenues from tuition and fees are based on a regression analysis of historical enrollment, adjusted against current events and the President's initiatives.
- b) Housing revenues are derived from prior year application analysis adjusted following consideration of actual and/or potential impactful, societal events.
- c) Property tax revenue is derived from property valuations, less the Headlee rollback effects on our millage rate.
- d) State Appropriations revenue assumptions are derived from information provided by my analysis following a review of state projections and consideration of a likely state budget outcome, given that our College budget needs to be codified fully three months before the State budget is required to be completed.

- e) Contract training revenue, Potter Center Activity, miscellaneous revenue, and Transfers Revenues are derived from historical activity.
- f) Hospitality Services revenue is derived from housing occupancy assumptions, based on the sale of a mandatory meal plan.
- g) Wages, Retirement and Benefit expense are derived from the current staffing roster, adjusted for labor agreement requirements, changes in State and Federal requirements, as well as the addition of new staff to the budget.
- h) Services – Staffing Agency, Services, Materials, Rent, Utilities, Insurance and Other operating costs are derived from historical trends, adjusted for current revenue assumptions.
- i) Transfers-Debt Services is derived from our debt repayment schedule for the required payments on outstanding obligations that year (this is noted in the debt schedule shared with the Board each year).
- j) Capital Equipment & Transfers are derived by the residual income over expenses after all other expenses are planned.
- k) The budget book includes five-year facilities plan for capital expenditures.
- l) Cashflow projections are prepared and reviewed with the Leadership Council, while ensuring the satisfaction of the Board requirements of two-month's operating on hand.
- m) The budget book includes planning assumptions.

This is reasonable because all budget items are derived in a way which is comparable to budget planning in other colleges of comparable size.

#### EVIDENCE

Revenue:	Budget Book Location
Tuition & Fees	pg7-9
Housing	pg3-5
Property Taxes	Pg 11
State Appropriations	pg 3-5
Contract Training	pg 3-5
Hospitality Services	pg 3-5
Expenses:	
Wages, Retirement & Benefits	pg 3-5
Services - Staffing Agency, Services, Materials, Rent, Utilities, Insurance and Other Operating	pg 3-5
Transfer - Debt Service	pg 3-5
Capital Equipment and Transfers	pg 3-5
Facilities Plan for Capital Expenditures	pg 15
Planning Assumptions	pg 3-5

### **3.1 Omit prior year comparisons for departments.**

#### **INTERPETATION:**

Compliance will be demonstrated when there is a presentation of prior year activity and new year budget for operational departments as part of the College's general fund.

This is reasonable because year-end and the new budget are standard way of presenting prior year comparisons.

#### **EVIDENCE:**

A review of the current budget by the CFO and the President, on 03.31.22, demonstrates that pages 20-35 include a prior year comparison.

### **3.2 Omit in the annual operating budget adequate provision for plant and facilities maintenance, electronic and institutional equipment and program and course development, staff development and institutional research.**

I have interpreted this policy in policy items 3.2.1, 3.2.1.1, and 3.2.1.2 below. Compliance with these items will constitute compliance with this policy.

#### **3.2.1 Provide less than the amount required to address critical deferred maintenance.**

##### **INTERPETATION:**

I have interpreted the amount required to address critical deferred maintenance in policy items 3.2.1.1 and 3.2.1.2. Compliance will be demonstrated when there is compliance with 3.2.1.1 and 3.2.1.2.

##### **3.2.1.1 Less than 4.5% of the total operating budget allocated for plant and facilities maintenance.**

##### **INTERPETATION:**

Facilities maintenance is part of the capital budget. Compliance will be demonstrated when the total amount of plant transfers budgeted, debt, and transfers at year end, are at least 4.5% of the budgeted operating revenues.

##### **EVIDENCE:**

In the most recent budget, 0.16% of the beginning operating budget was budgeted for plant transfer. The current operating budget has a debt service requirement of 10.0% which would aid in compliance with the 4.5%. the debt service is derived from the building and renovation of college facilities.



**3.2.1.2 Less than 3.5% allocated for technology and institutional equipment.**

**INTERPETATION:**

Technology and institutional equipment are part of the capital budget. Compliance will be demonstrated when the total for technology and institutional equipment is included in the 3.5% of the operating budget planned for capital equipment, year-end transfers, and debt.

**EVIDENCE:**

In the most recent budget, 0.9% of the beginning operating budget was budgeted for capital equipment. The current operating budget has a debt service requirement of 10.0% which would aid in compliance with the 3.5%.

**4. Permit financial planning that omits credible three-year pro-forma trend of revenues and expenses.**

**INTERPETATION:**

Compliance will be demonstrated when the budget book presentation includes a rolling three-year proforma that has alignment with the current year budget adjusted as the year's activities proceed.

**EVIDENCE:**

This three-year pro-forma is provided to the Board, as evidenced in by the Regular Board Meeting budget documents of 06.14.21, as well as on the College's web page.

**5. Permit financial planning without a projected five-year facilities master plan.**

**INTERPETATION:**

The five-year facilities master plan is developed in support of ENDs achievement and financed through debt and transfers from the general operating activities of the College. Compliance will be demonstrated when the five-year facilities master plan is used as a basis for determining priorities in a current year along with changing conditions and available funding.

**EVIDENCE:**

A review of the prior year completed projects listing confirms the projects were in the five-year master plan, which appears in the 06.13.22 Board Pack.

**6. Permit planning that risks any situation or condition described as unacceptable in the “Financial Condition and Activities” policy.**

INTERPRETATION:

Compliance will be demonstrated when cash flow projections:

- a) Are based on timely payment of payroll (EL-04),
- b) Do not plan for the use of restricted or designated funds for other than purposes for which account was established.
- c) Project a year-end deficit.

EVIDENCE

- a) A review of the cashflow statement on 03.31.22 by the CFO and President confirms payroll is forecasted using the wages and benefits budgeted for the year.
- b) A review of board minutes for this reporting periods ending 06.30.21 show board approval for use of any restricted or designated funds planned for use in the budget.
- c) The board approved budget projects a balanced budget for the fiscal year.

**7. Permit financial planning that does not provide the amount of operating funds determined annually by the Board for its direct use during the year to ensure Board advancement and competent governance of the College, such as costs of fiscal audit, Board development, Board and committee meetings, Board legal fees, and ownership linkage**

INTERPETATION:

Compliance will be demonstrated when the budget for the Board’s direct use is identified as a separate department in the budget and is approved by the Board as part of the adoption of the annual operating budget.

EVIDENCE:

A review of the current budget, approved by the Board on 06.21.21 confirms that \$278,500 have been allocated for Board professional development and advancement activities.

**8. Allow an annual operating budget in which more funds are to be dispersed than are conservatively projected to be received.**

INTERPETATION:

Compliance will be demonstrated when the projected year-end income over (under) expenses is zero or greater.

EVIDENCE:

A review of the current budget confirms the projected year end income is \$719.

**9. Permit planning that endangers the fiscal soundness of future years or ignores the building of organizational capability sufficient to achieve ENDS in future years.**

INTERPRETATION: I have interpreted the building of organizational capacity sufficient to achieve ENDS in future years in policy items. Compliance will be demonstrated with compliance with those items, as well as the following.

- a) Labor contracts do not incur long-term future financial commitments that are not provided for in our three-year pro-forma; and
- b) Borrowing (i.e., debt service) does not exceed 10% of the annual operating expenses, which is consistent with the historical threshold previously used by the Board.

EVIDENCE:

- a) A review of the current three-year pro-forma includes the cost increase associated with the current labor agreements.
- b) A review of the three-year pro-forma confirms the cost of debt service is 9.9% in FY '22, 9.8.% in FY '23, 7.4% in FY '24, 7.1% in FY '25 and 7.0% in FY'26 of each years projected expenses.

**9.1 Operate without succession plans to facilitate smooth operations during key personnel transitions and ensure competent operation of the organization over the long-term.**

INTERPETATION:

- a) I interpret the 8 Leadership Council Members positions as key personnel which is reasonable because, in total, they cover all areas of the operation of the College. Compliance will be demonstrated when: Each Leadership Council Member has identified, to the College President, an interim successor.
- b) Each Council Member Successor is provided current operational information and has the opportunity to fill the responsibilities of the position from time to time.

- c) Each Council Member Successor is aware of their responsibility to the operations of the College and the Leadership council.

EVIDENCE:

- a) Each Leadership Council Member confirmed on 02.24.22 that they have an identified interim Successor to the President.
- b) Each Leadership Council Member confirmed on 02.24.22 that they provide information to named successor about the current college operations and provide opportunity for them to fill positional responsibilities from time to time.
- c) Each named Successor confirmed on 02.24.22 that they are aware of their opportunity and how to access current operations of the College.

**9.2 Permit the College to be without sufficient organizational capacity and current information about President and Board issues and processes for the competent operation of the organization to continue in the event of sudden loss of President services.**

INTERPETATION:

I have partially interpreted sufficient organizational capacity in 10.2.1. Compliance with that policy as well as the following will demonstrate compliance with this policy.

- a) Minutes of the Leadership Council confirm that it regularly discusses current operations of the organization.
- b) The Leadership Council understands how the organization is evaluated under Policy Governance and is involved in the development of Board Monitoring Reports.

The interpretation is reasonable because it covers the two areas critical to continuity of the Presidents role; Operations of the College and support of the Board's assessment of organization performance

EVIDENCE:

- a) A random sampling of the Leadership Council Meeting Minutes for the past year confirms there is a discussion of current operations in every meeting.
- b) Over the past year contributions to the monitoring reports has been made by 4 of 9 members.

**9.2.1 Prepare no fewer than two College executive staff to assume operation of the organization for a Board determined interim period.**

**INTERPETATION:**

I interpret as that “the assumption of the operation of the organization” includes the same authority and responsibility as the President. Compliance will be demonstrated when:

- a) There is a documented succession plan with two named Leadership Council members that delineate the respected authorities and responsibilities of the President, for which each person is accountable during a temporary absence of the President of less than 6 months.
- b) When the two named successors, as determined by the President, are shared, in order, with the Board of Trustees.
- c) When the two named successors confirm their knowledge of their role as successor, and their responsibilities and accountabilities in the event of an absence.
- d) When the two named successors are required to attend monthly Board Meetings, Planning Sessions, and appropriate Board communications.

The interpretation is reasonable because it supports the Board’s ability to apply policy BMD-5 President Succession.

**EVIDENCE:**

- a) A review of administrative policies on 02.24.22 confirmed that there is a documented succession plan.
- b) The President confirms that he has shared the two named successors with the Board of Trustees at their Fall 2021 Planning Session.
- c) The Chief Legal, Talent, Equity & Administrative Officer and Chief Academic & Student Services Officer confirmed on 02.24.22 that they are aware they are named successors in respective order.
- d) A review of minutes confirmed the named successors present at board meetings.

**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022



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

**Subject to be Discussed and Policy Reference:**

7.0 Monitoring CEO Performance  
 7.2 Regularly Scheduled CEO Performance Monitoring  
 7.2.1 2023 Monitoring: E-01 Ends \*

**(BOARD POLICY: ENDS: E-01 Board Ends)**

**Description:**

Enclosed for your review is the 2022 Monitoring Report for E-01 Ends. As suggested at the June 13th, 2022 Regular Board of Trustees Meeting, a policy and my interpretations will be reviewed one month prior to the evidence of compliance (monitoring report). (The 2022-2023 Monitoring Report Schedule can be found in the Resources section of Diligent Boards.) In this unique instance, since the Ends were recently discussed at the 2022 Spring Planning Session, the policy and monitoring report are being presented together.

You will note that my report indicates full compliance according to my interpretations. I will respond to any questions you have about the report.

**Resource Impact:**

None

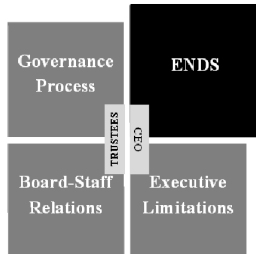
**Requested Board Action:**

Board consideration of, and agreement with the monitoring report and my policy compliance.

**Action Taken:**



Policy Governance Domains



## BOARD OF TRUSTEES POLICY

**Policy Type:** Ends

**Policy Title:** Board Ends

**Policy Number:** E-01

**Date Adopted:** 8/12/19

**Version:** 1.0

**Date Last Reviewed:** 2/14/22

**Office Responsible:** President's

**Reviewing Committee:** Board of Trustees

**Jackson College exists so that:**

**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.**

### INTERPRETATION:

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

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

Compliance will be demonstrated when:

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

### EVIDENCE:

The above below shows a tuition comparison snapshot for the FY '22 academic year. Comparing Jackson College tuition with four-year public and private institutions within the State of Michigan. Ranking four-year institutions by most to least costly shows annual tuition cost savings for a student choosing to attend Jackson College. The table represents Jackson College tuition rates for both in-county and out-of-county residents.

<b>Jackson College Tuition Comparison 2021-2022 Academic Year</b>						
<b>4-Year Institution Name</b>	<b>4-Year Institution Tuition</b>	<b>Jackson College In-County Tuition</b>	<b>Total Tuition Savings</b>	<b>4-Year Institution Tuition</b>	<b>Jackson College Out-Of-County Tuition</b>	<b>Total Tuition Savings</b>
Albion College	\$52,570	\$5,040	\$47,530	\$52,570	\$5,700	\$46,870
Adrian College	\$38,032	\$5,040	\$32,992	\$38,032	\$5,700	\$32,332
Spring Arbor University	\$30,440	\$5,040	\$25,400	\$30,440	\$5,700	\$24,740
Hillsdale College	\$28,730	\$5,040	\$23,690	\$28,730	\$5,700	\$23,030
Siena Heights University	\$27,500	\$5,040	\$22,460	\$27,500	\$5,700	\$21,800
University of Michigan	\$15,850	\$5,040	\$10,810	\$15,850	\$5,700	\$10,150
Michigan State University	\$14,750	\$5,040	\$9,710	\$14,750	\$5,700	\$9,050
Eastern Michigan University	\$13,950	\$5,040	\$8,910	\$13,950	\$5,700	\$8,250
Ferris State University	\$13,650	\$5,040	\$8,610	\$13,650	\$5,700	\$7,950
Grand Valley State University	\$13,560	\$5,040	\$8,520	\$13,560	\$5,700	\$7,860
Central Michigan University	\$13,334	\$5,040	\$8,294	\$13,334	\$5,700	\$7,634
Baker College	\$12,750	\$5,040	\$7,710	\$12,750	\$5,700	\$7,050
Western Michigan University	\$12,750	\$5,040	\$7,710	\$12,750	\$5,700	\$7,050
Wayne State University	\$12,375	\$5,040	\$7,335	\$12,375	\$5,700	\$6,675

*\*Based on 2021-2022 tuition for equivalent of 30 semester credit hours annually: undergraduate student. Annual tuition only, does not include fees*

- An increasing number of students complete degrees and obtain industry recognized credentials of value in the workplace. (Eliminating an increasing number)**

#### INTERPRETATION:

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

- The percentage of students who successfully complete degrees in a 2-year period; and
- Three-, four-, five, and six-year success ratings of students who complete degrees in 2 years-



This is reasonable because it shows how quickly students are able to complete a credential from Jackson College, or transfer to a four-year university, as well as the percentage that are able to complete the program in the intended two years which helps them realize the benefit of lower cost of education in a community college.

**EVIDENCE:**

- a) The chart below shows our past 4 cohorts of incoming students and their 2-year success rating. The College is observing a decline in the number of incoming students, but are showing a positive trend until 2019-2020 on the number of students who complete in a 2-year period. Source:

<https://www.mischooldata.org/success-rates-report/>.

Sector Entry Year	Adjusted State Cohort	2- Year Success Rate
2016-17	1,934	15.2%
2017-18	1,884	17.8%
2018-19	1,540	17.8%
2019-20	1,853	14.2%

- b)

Sector Entry Year	Adjusted 3 - Year State Cohort	3 – Year Success Data	Adjusted 4 – Year State Cohort	4 – Year Success Data
2016-17	1,901	29.4%	1735	34.5%
2017-18	1,662	26.1%	1710	32.5%
2018-19	1,635	30.8%	NA	NA

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

**INTERPRETATION:**

I have interpreted this to mean that graduates should have employment with a compensation level that is above 150% of the most recent Federal Poverty Guidelines for a family of four.

Achievement of this End will be demonstrated when:

All career related credentials submitted to the U.S. Department of Education and are evaluated to see if they qualify by Gainful Employment Standards. Gainful

Employment standards demonstrate alignment with current job market demand that provide a family sustainable wage.

**EVIDENCE:**

In a survey of alumni with a response rate of 20%, 80% of alumni who respond state that they are satisfied or very satisfied with their quality of instruction and their relevance of instruction to their current industry

Additionally, an internal review of Graduate/Alumni Follow up survey for 2020/2021 shows Survey of alumni on DATE – return rate + percentage

Question asked Satisfied or Very strongly regarding:

Question	# of Respondents	% Agree	% Strongly Agree
Quality of Instruction	225	56%	36%
Relevance of Instruction to Current Job	225	65%	36%

Survey of alumni after the fact is a reasonable measure and validates the market demand and wage-earning potential. Return rate of 20% is reasonable because historically community colleges have lower response rate to these surveys, which is a reasonable standard for IR

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

**INTERPRETATION:**

I have partially interpreted this policy in policy item 2.1 below. Achievement of that policy, together with the following shall constitute achievement of this End.

**EVIDENCE:**

Internal review on July, 2022 verified that all of baccalaureate transfer programs aligned with requisites specified in the transfer agreements. More particularly, College Articulation agreements confirm that all transfer academic programs are aligned with four-year baccalaureate programs. JC currently has 45 agreements with 12 different baccalaureate granting institutions.

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

## **2.1. Current and prospective students have accurate information about transfer agreements and opportunities.**

### **INTERPRETATION:**

I interpret this item to mean that all transfer-related materials should be updated frequently throughout the academic year to ensure students have access to accurate transfer information to assist them with making informed educational decisions.

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

Achievement of this End will be demonstrated when:

- a) Transfer Liaison confirms the accuracy of information that is published on the website; and
- b) Transfer Liaison confirms that all transfer information is evaluated by academic department, academic dean, registrar prior to publishing in catalogue and on web.

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

### **EVIDENCE:**

- a) As of July 15<sup>th</sup>, 2022, the Transfer Liaison at Jackson College confirmed that all transfer information on the transfer web page and Jackson College website about transfer-related materials and articulations agreements are correct and up to date for the current academic year.
- b) On July 15<sup>th</sup>, 2022, the Transfer Liaison confirmed that all transfer information requiring review was evaluated by Academic Department, the Academic Dean, and the Registrar.

## **3. Diverse populations of students experience learning and academic success responsive to their unique whole student needs.**

### **INTERPRETATION:**

I have fully interpreted “learning and academic success responsive to their unique whole student needs” in policy items #3.1 to #3.3 below. Achievement of the lower-level policies will constitute achievement of this End.

### **EVIDENCE:**

Based on below, we have achieved this End.

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

#### **INTERPRETATION:**

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

Achievement of this End will be demonstrated when:

- a) College tuition is lower than comparable four-year private or state College;
- b) Financial aid that lowers price and create additional resources for success is available to any eligible student;
- c) Students have access to multiple modalities of delivery, i.e., online, face to face, hybrid, that fits their unique life;
- d) Student housing is available to students from other areas to live on campus that enables them to complete programs; and
- e) Student-parents have housing and are supported with employment services, academic tutoring, part-time campus employment, and student success mentoring.

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

#### **EVIDENCE:**

- a) Evidence of lower cost is provided page 2 on the chart titled "Jackson College Tuition Comparison AY '22."
- b) On average, 47% of the College's student population is Pell-eligible. Additionally, 99% of Pell-eligible students receive some other type of financial aid, including student loans, and state grants or scholarships as confirmed on 10.27.21 by Financial Aid Director and Institutional Research Department
- c) Over the past year, students have had access to course sections in a variety of modalities based on student need and demand: online asynchronous, online synchronous (virtual classroom), hybrid, and fully seated. Seated sections run at Central Campus, JC @ LISD TECH in Lenawee County, and the LeTarte Center in Hillsdale County. The availability of face-to-face classes serves our tri-county area, and our online classes expand our reach throughout the state and across the country. Non-credit computer training courses were offered online through our partnership with Guangdong Polytechnic College in China. This was confirmed on 10.20.21 by Director of Work Force Training.
- d) Our three housing facilities provided opportunities for students to live and learn on campus confirmed in a review of the College website on 07.20.22
- e) Jets Village Family Residences can provide housing to 6 families was confirmed in a review of the College website on 07.20.22.

### **3.2. Students have access to learning and academic support consistent with current technology and research.**

#### **INTERPRETATION:**

I have interpreted “Current” to be defined as meeting the requirements of the academic or professional field of study and student’s academic program. (Note: Our College Faculty are considered to be the expert reference for what is required academically.) Relatedly, I consider Faculty annually identifying equipment or classroom needs, inclusive of technology and academic requirements, which are in turn supported by institutional and Perkins funding, as meeting the expectation of this ENDs statement.

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

#### **EVIDENCE:**

During AY ‘22, Perkins funding of \$352,993 (65.30% of the institutional total of instructional equipment funding) was allocated for equipment purchases and capital outlay. All equipment purchased directly supported hands-on student learning in preparation for entering the workforce and promoted the skills needed as identified by advisory committees and workforce partners. Programs supported by the equipment purchases include Dental Hygiene, Medical Assistant, Diagnostic Medical Sonography, Respiratory Care, Emergency Medical Services, Networking Specialist, Advanced Manufacturing and Energy Systems.

### **3.3. Students have ancillary support that meet their unique needs.**

#### **INTERPRETATION:**

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

- a) Students have access to in-person and online tutoring, a writing lab, math lab, and supplemental instruction (SI) support on the academic side of education.
- b) Students have access to the health clinic, mental health clinic (i.e., Oasis Center), dental clinic, and the food pantry. This is deemed reasonable as it addresses whole student health and nutrition, which directly impacts students’ ability to succeed academically.

**EVIDENCE:**

- a) Visits to the areas in the Center for Student Success confirm students use the data table for each area: Front Desk, Tutoring, Supplemental Instruction, Writing Center, JC Health Clinic, Oasis, Dental Clinic, etc. Annual enrolment on the census date, for each of these terms, for all areas were 2021 Fall 4642 students, 2022 Spring 4451 students, and 2022 Summer 2294 students.

**4. Students develop life and workplace skills.**

**INTERPRETATION:**

I have fully interpreted life and workplace skills in policy items 4.1 and 4.2 below. Achievement of these policies constitutes achievement of this policy.

**EVIDENCE:**

**4.1. Students experience significant gains in their critical thinking, problem solving and written communication skills.**

**INTERPRETATION:**

I have interpreted this to mean that development of critical thinking, problem solving, and written communication skills are to be embedded in all academic programming, as well as measured through institutional academic outcomes, which should be documented and reviewed by an assessment committee comprising faculty and administrators, which would develop and utilize rubrics of general education outcomes and essential competencies.

The achievement of this END is validated when:

- a) Rubrics developed by the faculty (and third party) identify the development of these three skills are approved the assessment committee.
- b) Program review done every five years when goals, success data and analysis related to these three skills are shared with the Academic Council and approved by Deans.

**EVIDENCE:**

- a) Rubrics were developed by Faculty, noted as GEO (i.e., General Education Outcomes) #1: Write Clearly, Concisely and intelligibly, which included the outcomes of: Process; Rhetorical Situation: Purpose, Audience; Organization & Development; Meaning/understanding; Uses and Sources of Documentation; and Conventional Grammar and Sentence Structures.

Additionally, Rubrics were developed by faculty for GEO #4: Demonstration of Scientific Reasoning, which included the following outcomes areas: Science and Society; Basic Concepts and Fundamental Principles; Scientific Inquiry; and Quantitative Reasoning.

- b) Review of the Academic Council agenda confirmed that it regularly includes the following: presentation for approval of biannual goals by each Department Chair, results of program reviews and course reviews conducted with the support of the Academic Deans through workshops and collaborative analysis review.

#### **4.2. Students have opportunities to develop leadership skills.**

##### **INTERPRETATION:**

Achievement of this End will be demonstrated when:

- a) The development of leadership skills is part of academic programming educational outcomes; and
- b) Students have opportunities to develop leadership skills outside the academic program in student government, student organizations, and athletics. Leadership skills include time management, accountability, communication, ownership, prioritization, problem solving, motivation, resilience, and building relationships. This is a reasonable measure as it is generally accepted among Community College administrators that student government, student organizations and athletics opportunities contribute significantly to development of leadership.

##### **EVIDENCE:**

- a) Review of program outcomes with academic leadership and Department Chairs confirmed that educational outcomes include leadership development.
- b) Faculty support for student government and [athletic director and/or coaches] confirmed that programs provide students with the opportunity to take on leadership roles and develop leadership skills such as time management, accountability, communication, ownership, prioritization, problem solving, motivation, resilience, and building relationships.

#### **5. Economic and social well-being of the region is enhanced.**

##### **INTERPRETATION:**

I have fully interpreted economic well-being in policy items #5.1 and #5.2 below. Achievement of these lower-level Ends will constitute achievement of Ends policy #5.

##### **5.1. Employers have properly qualified people available to meet their needs.**

##### **INTERPRETATION:**

I have interpreted this statement to require that validation Perkins Funding, in each CTE (i.e., Career & Technical Education) program identifies and maintains an advisory committees to meet, in-person or virtually, not less than twice per year to review program and curriculum outcomes to assure programs meet employers' needs and provide guidance and insight as to new and emerging trends in workforce needs. Further, said committees should be comprised of professionals in related fields.

Achievement of this ENDs statement would be demonstrated by continuing or renewal of Perkins funding.

**EVIDENCE:**

The Chief Academic and Student Service Officer confirmed on 02.22.22 the renewal of Perkins funding for all CTE programs or all new CTE programs, which included the conducting of advisory committees. It was further confirmed that all committee membership and meeting minutes were collected and retained, and that membership included representatives from business, industry and healthcare, as well as program graduates and current students, including special populations. Information provided by advisory committees regarding employer needs was validated by the Comprehensive Local Needs Assessment, a Perkins V required bi-annual survey of the local labor market and Jackson College's alignment with local in-demand industry sectors or occupations

**5.2. Employers have avenues for employee training.**

**INTERPRETATION:**

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

Achievement of this End will be demonstrated when:

- a) The College offers credit and noncredit opportunities through Corporate & Continuing Education (CCE) based on employers' requests/needs for industry-recognized credentials; and
- b) The College facilitates funding for the employee training.

This is reasonable because it provides employers with the types of training that they need to gain in demand credentials.

**EVIDENCE:**

- a) As of 10.28.21, through the Michigan New Jobs Training Program (MNJTP), Jackson College has assisted in providing no-cost training resources for eligible employers, including customized training, apprenticeship training, company specific curriculum development, and purchase of industry-specific training equipment. Currently, CCE manages sixteen active agreements, with a combined total over \$4 Million dollars to train 524 eligible positions. As of July



2022, over 100 of these positions have received training. To date, Jackson College has held 31 MNJTP agreements, providing training for over 400 positions. Other funding sources made available to employers for training includes Going Pro, OJT, and WIOA.

- b) In June of 2022, CCE worked with Technique to incorporate Jackson College courses into the TechniqueU academy. New employees of technique will be trained in either a Welding or CAD TechniqueU track. Additionally, these trainings are funded through MNJTP and participants may later receive credit towards the Patient Care or Welding certificates. In June 2022, CCE enrolled five TechniqueU students into two JC courses.
- c) On 07.26.22, it was reviewed and confirmed that CCE maintains an active catalog of course offerings, available through a variety of delivery methods. CCE collaborates with Ed2G0 to offer over 700 online 6-week courses or professional certification trainings. CCE cross-list an average of five credit courses each semester based on employer request. Additionally, seminars, workshops, open enrolment, and bootcamp trainings were scheduled regularly: Including, but not limited to: EMT-Basic, Teacher SCECHs, Robotics, Production Technician, and AutoCad., by the Director of Workforce Development.

IRC certification programs were identified to incorporate into degree certificates. The intentional design of these programs incorporated WIOA program eligibility of being able to be completed in 12-months or less and concluding with an industry-recognized credential, while also being Federal Financial Aid eligible as a 16-credit or more credit certificate program. This collaboration promoted real-time understanding of workforce gaps based on industry demand and regional employer feedback

### **5.3. The region has enhanced capacity for entrepreneurial innovation.**

#### **INTERPRETATION:**

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

Compliance will be demonstrated when:

- a) The College offers credit and non-credit small business development and entrepreneurship courses and workshops, in various formats and lengths.
- b) Learning outcomes for business program curricula include the student demonstrating fundamental knowledge in core functional business areas.
- c) Business students participating in the rigorous business curriculum who participate in Student Feedback Surveys will be asked to identify that the program of instruction and the instructors are doing well in preparing students for the entrepreneurial workforce environment.

- d) Response options for Student Feedback Surveys for the credit courses would reflect a high level of satisfaction with the courses taken..
- e) All CCE course completers survey data would verify that participants valued the courses offered and intend to enroll in additional courses to expand their skills.

This is reasonable because individuals are more likely be successful if they are equipped with basic foundational tools

EVIDENCE:

- a) Jackson College promotional literature and webpage demonstrates the offering of both credit and non-credit programming to encourage and support regional entrepreneurial efforts.
- b) Business students surveyed, students identified noted the entrepreneurial skills they've obtained in business courses to include: Marketing Strategies, Social Innovation, Understanding the different entrepreneurial marketing strategies, Encouraging and incentivizing entrepreneurship, Demonstrating understanding business accounting principles, Budgeting, Communicating the different managerial styles in the entrepreneurial field of work and Differentiating the various business legal systems and business implementation.
- c) Outcomes from credit student surveys were overwhelming with positive reviews that 93.55% of students indicated they "Would not change any of the course content", "Reflections from course case studies where very helpful toward taking the mid-term and final exams. Multiple recommendations were made by the 117 students surveyed, 93.5% indicated they "Would recommend this course to their peer." Other responses from the same category, students indicated they encourage peers to review course content and material, and course content and material resources are useful in entrepreneurial workplace and sectors. Learning the different theories of how you should better leader and manage your employees. The business courses gave me more insight on the business world. Ability to adopt corporate terminology, teamwork, quality control, social responsibility, and organizational cultural diversity. Dissecting information concerning legal aspects of business operations and legality formalities."
- d) The credit Students that participated in the survey were asked recommendations regarding the course material and learning content, and 90.1% indicated "They would not change any of the course content".
- e) All 29 CCE course completers surveyed from 07.01.21 to 06.30.22 for the online 6-week Ed2Go courses, including business-related topics, reported that 14.29% wanted to develop new skills, 14.29% wanted to improve my existing skills and 57.14% wanted to advance in their career. When asked if they ever plan to take another online course from us, 80% answered yes. Of the 29 respondents surveyed, 100% said the price was just right and 80% reported that they prefer to learn online.

**5.4. The region has accessible resources that support civic engagement, community health and well-being, and reduced crime.**

**INTERPRETATION:**

Achievement of this End will be demonstrated when:

- a) Campus events support civic engagement in local, state, and national government;
- b) The Health clinic, dental clinic, counselling center is accessible to, and affordable for students and community; and
- c) The College offers a Correction Education Program CEP in correction facilities, in partnership with the Michigan Department of Corrections.
- d) CEP Students can pursue an Associate of Arts, Associate of General Studies, and/or Associate of Science degree which will allow them to transfer out to a 4-year baccalaureate institution upon release;
- e) CEP Students can also pursue an Associate of Applied Science in Business Administration, Public Administration Certificate or a Business Management Certificate which will allow the students to pursue employment upon their release
- f) CEP Students are assigned a Correction Education Program Specialist that will work with them as they navigate through the admissions, financial aid, and registration process. Correction Education students are provided with the same student supports as traditional college students on the Jackson College campus.

This is reasonable because research has shown that education contributes to community health, well-being, and reduced recidivism among former inmates.

**EVIDENCE:**

- a) In 2019, collaborating with the Enterprise Group of Jackson, Jackson College hosted the Jackson Business Roundtable sessions, for area business, government, and community leaders to hear from and interact with dynamic speakers highlighting economic and workforce shifts. Additionally, in March of 2019, Jackson College hosted an Education Roundtable with Governor Gretchen Whitmer and local Jackson community leaders. Additionally, Student Life works with our student body to encourage Voter Registration and understanding of the government system.
- b) Jackson College partnered with Henry Ford Allegiance Health to offer students medical care evaluation and treatment. A licensed nurse practitioner, along with a Medical Office Assistant (a JC graduate), were available for patient visits, diagnosis and assessment, prescribing medications, or referrals. Visits to the health clinic were available for acute care for current JC students and a payment of \$5 was due at the time of service. Consumables such as vaccinations, etc. above the normal supplies were extra. The clinic offered services similar to other medical clinics.

Jackson College partnered with Family Services and Children's Aid to provide mental health assistance. Support was available from the Oasis Center to

provide short-term assistance and where ongoing support was required, the Oasis Center staff confirmed that it was possible to provide level of required support or assist the individual in securing support through an outside agency.

Community members were able to utilize Jackson College's Dental Hygiene Clinic, which offers dental hygiene services while helping students gain experience. The clinic allows dental hygiene students to complete practice hours required as part of their studies. Students work under the direct supervision of licensed dental hygiene instructors and dentists as they offer a variety of preventive services

- c) Jackson College provides the Corrections Education Program in partnership with the Michigan Department of Corrections. Jackson College is approved by the Department of Education to offer educational programming inside the correctional facilities and allow eligible students to use Federal Financial Aid towards the cost of the tuition. Jackson College has partnered with 8 different institutions within the state of Michigan. As the largest provider of corrections education in the State of Michigan, Jackson College has graduated over 500 students through the Corrections Education Program
- d) Review of CEP on 07.26.22 confirmed that it includes Associate of Arts, Associate of General Studies and/or Associate of Science degree.
- e) Review of CEP on 07.26.22 confirmed that it was possible to pursue Associate of Applied Science degree.
- f) Review of CEP on 07.26.22 confirmed that it was possible to pursue and Associate of Applied Science in Business Administration, Public Administration, or a Business Management Certificate.
- g) CEP records on 07.26.22 confirm that all enrolled students were assigned a Corrections Education Program Specialist and had access to supports available to other students.

## **6. Residents have accessible resources to improve their quality of life.**

### **INTERPRETATION:**

I have fully interpreted resources to improve quality of life in policy items #6.1 and #6.2. Achievement of these lower-level Ends will constitute achievement of this Ends policy.

### **EVIDENCE:**

Achievement of these lower-level Ends will constitute achievement of this Ends policy.

### **6.1. Lifelong learning opportunities are available to residents.**

#### **INTERPRETATION:**

Achievement of this Ends will be demonstrated when:

- a) Residents of Jackson, Lenawee, Hillsdale and surrounding communities have non-credit and credit opportunities;
- b) Non-credit courses are set at a lower cost to encourage lifelong learning among residents who might not otherwise take courses; and
- c) Residents have access to the College library.

#### **EVIDENCE:**

- a) The Department of Corporate and Continuing Education (CCE) catalog confirmed that a wide selection of non-credit lifelong learning, occupational, and continuing education courses for personal enrichment and general workforce interest were available to the community including: robotics, manufacturing safety, supervisory skills, basic electrical, teacher CEUs, production technician and patient care technician courses.
- b) It was confirmed that CCE offers a non-credit discounted rate for reserved seats in select credit courses to allow individuals to explore credit programs, advance their skill set, or for employers looking to train a small number of employees. CCE also offered a wide range of affordable, fun, and convenient non-credit courses in partnership with Ed2Go that increased access and flexibility to lifelong learning courses,
- c) CCE coordinated with the Jackson YMCA to host a series of interactive sessions on Central Campus for the YMCA's Summer Camp June – August 2022. Campers had the opportunity to explore campus and learn about a variety of different career pathways.
- d) Review of the website on 07.26.22 confirmed that library is accessed by students and residents.

### **6.2. Residents have resources for social, cultural, arts and wellness experiences.**

#### **INTERPRETATION:**

Achievement of this End will be demonstrated when:

- a) The College offers cultural and arts programming at the Potter Centre for Performing Arts building which is accessible to community residents;
- b) Residents can enroll in non credit courses for arts and wellness;
- c) There is access to the gym through enrollment in non-credit courses for arts and wellness as well as fitness-related courses, (e.g., walking);

This is reasonable because it utilizes the resources of the College to make a range of experiences available to the community.

**EVIDENCE:**

Review of the website on July 26<sup>th</sup>, 2022 confirms that all of (a), (b), and (c) were offered to the College community.

<b>Date Of Change</b>	<b>Version</b>	<b>Description of Change</b>	<b>Responsible Party</b>
11.11.19	1.0	First release of new Ends policy following Policy Governance consulting work.	Chief of Staff
11/8/21	1.0	Approved as partially compliant. Unavailable data to be provided at a later board meeting.	CEO
2/14/22	1.0	Approved as fully compliant.	CEO



**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022

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

<b>Subject to be Discussed and Policy Reference:</b>
7.0 Monitoring CEO Performance 7.3 CEO Compliance Review  ( <b><u>BOARD POLICY:</u></b> Board-CEO Delegation – Monitoring Presidential Performance)
<b>Description:</b>
Enclosed is a report that provides an update on the monitoring reports presented to the Board thus far, with the compliance status notes, as well as when compliance is expected. I look forward to addressing any questions you may have.
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Discussion surrounding the President's compliance review.
<b>Action Taken:</b>



## President/CEO Monitoring Report Compliance

### Jackson College

Policy	Date Monitoring Report Presented	Presented as Compliant? Yes/No Partial	Deficient Items?	Expected Date for Full Compliance	Date Deficiencies corrected	Extenuating Circumstances	Board's Formal Judgement
E – 01 Board Ends	11.8.21 – Partially Compliant 2.14.22 – Fully Compliant 8.8.22	Yes	n/a`	n/a	n/a	n/a	Compliant 2.14.22
EL – 00 General Executive Constraint	To be first monitored 6.13.22, with a follow-up 9.12.22		As this is the first review of the policy, only the interpretations are available for review. Evidence will need to be collected for review on 9.12.22.			No capacity for monitoring as scheduled in September 2021.	
EL – 01 Treatment of Students	10.12.20	Yes	n/a	n/a	n/a	n/a	Compliant 10.12.20
EL – 02 Treatment of Staff	4.11.22, - Fully Compliant Potential follow-up 9.12.22	Yes	n/a	n/a	n/a	n/a	Compliant 4.11.22





## President/CEO Monitoring Report Compliance

### Jackson College

EL – 03 Planning	9.13.21 6.13.22 & Follow-up 8.8.22	Yes	At the 6.13.22 mtg., it was approved to bring the report back for consideration at the 8.8.22 meeting in order to further explain achieving less than 4.5% and 3.5% of the total operating budget allocated for plant and facilities maintenance and equipment.	n/a	n/a	n/a	Compliant 9.13.21
EL – 04 Financial Conditions & Activities	11.9.20 – Partially compliant 1.11.21 – Fully compliant	No Partial	Item 6. Allow tax payments or other government ordered payments or reports to be overdue or inaccurately filed.	120 days	We received word from the state on 1/7/21 that they will be refunding us for our fine.		Compliant 1.11.21
EL – 05 Asset Protection	5.9.22	Yes	n/a	n/a	n/a	n/a	Compliant 5.9.22
EL – 06 Investments	5.9.22	Yes	n/a	n/a	n/a	n/a	Compliant 5.9.22
EL – 07 Compensation and Benefits	1.10.22 (Mtg. cancelled) 2.14.22	Yes	n/a	n/a	n/a	n/a	Compliant 2.14.22
EL – 08 Communication	11.9.20	Yes	n/a	n/a	n/a	n/a	Compliant 11.9.20



## President/CEO Monitoring Report Compliance

### Jackson College

& Support to the Board							
EL – 09 Organization Culture	1.10.22 (Mtg. cancelled) 2.14.22	Yes	n/a	n/a	n/a	n/a	Compliant 2.14.22
EL – 10 Access to Education	2.14.22	Yes	n/a	n/a	n/a	n/a	Compliant 2.14.22
EL – 11 Entrepreneurial Activity	3.14.22	Yes	n/a	n/a	n/a	n/a	Compliant 3.14.22
EL – 12 Land Use	4.11.22 – Partially Compliant	No Partial	Item 1: A master plan begun, and will be updated following the installation of the Space Observatory, but is anticipated to begin in FY '23, post-pandemic.	FY'23		Installation of the Space Observatory not anticipated to begin until FY '23, post-pandemic.	Partially Compliant 4.11.22

**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022



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

<b>Subject to be Discussed and Policy Reference:</b>
<p>9.0 Information Requested by the Board</p> <p>9.1 Next Board Meeting Topics – September 12, 2022</p> <p>(<b><u>BOARD POLICY:</u></b> GOVERNANCE PROCESS: GP-03 Board Planning Cycle and Agenda)</p>
<p>This time has been set aside to help the Board anticipate topics for the next regular Board meeting (September 12<sup>th</sup>, 2022). Below are currently anticipated topics:</p> <ul style="list-style-type: none"> <li>• Policy Review: EL-01 Treatment of Students</li> <li>• Policy Review: BCD-01 Unity of Control</li> <li>• Policy Review: BCD-03 Delegation to President</li> <li>• Policy Review: GP-04 Role of Vice Chair</li> <li>• 2022 Policy Monitoring Follow up: EL-02 Treatment of Staff</li> <li>• 2022 Policy Monitoring Follow up: EL-00 General Executive Constraint</li> <li>• 2023 Policy Monitoring: BCD-03 Delegation to President</li> <li>• 2023 Policy Monitoring: BCD-04 Monitoring President Performance</li> <li>• Consideration of the President's Contract</li> <li>• Consideration of State Required Best Practices Resolution</li> </ul> <p>Please feel free to offer other agenda items at this point on the agenda.</p>
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Review of currently anticipated topics.
<b>Action Taken:</b>

**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022



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

Subject to be Discussed and Policy Reference:	
10.0	Self-Evaluation of Governance Process & Board Performance at this Meeting
10.1	Principles of Policy Governance
	( <b><u>BOARD POLICY:</u></b> GOVERNANCE PROCESS: GP-01 Governing Style)
Description:	
<p>This time has been set aside for the Board, as part of our continuous improvement work in order, to assess the Board's work and commitment towards the ten Policy Governance principles, as well as its governance practice.</p> <p>The URL link below will provide an overview of the Policy Governance principles that you can use for determining the effectiveness and efficacy of the Board's work both in terms of this meeting and in general governance practice.</p> <p><a href="https://governforimpact.org/resources/principles-of-policy-governance.html">https://governforimpact.org/resources/principles-of-policy-governance.html</a></p>	
Resource Impact:	
None	
Requested Board Action:	
Define particular areas for improvement in the governance process.	
Action Taken:	

**BOARD OF TRUSTEES MEETING**  
**Action & Information Report**  
 Board Meeting Date: August 8, 2022



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

<b>Subject to be Discussed and Policy Reference:</b>
11.0 Meeting Content Review  ( <b><u>BOARD POLICY:</u></b> GOVERNANCE PROCESS: GP-01 Governing Style)
<b>Description:</b>
This item on the agenda provides the Board the opportunity to give the Board Chairman and the President feedback on the quality of the content provided during this Board Meeting. We would appreciate receiving suggestions wherein you would like to see changes made to future Board Meetings.
<b>Resource Impact:</b>
None
<b>Requested Board Action:</b>
Consideration of areas for meeting content improvement
<b>Action Taken:</b>

<p align="center"><b>BOARD OF TRUSTEES MEETING</b>  <b>Action &amp; Information Report</b>  Board Meeting Date: August 8, 2022</p>
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**TO:** Jackson College Board of Trustees  
**FROM:** Dr. Daniel J. Phelan, President & CEO

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