Jackson College Board of Trustees Meeting

Regular Meeting

September 14, 2026 06:30 PM

(*) Indicates a roll-call item

MISSION / VISION / MAROON & GOLD STANDARDS

MISSION

Together we inspire and transform lives.

VISION

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

MAROON & GOLD STANDARDS:

Why

Over the past few years, we've all seen just how quickly the world around us can change. Surely, our country is living through a period of division, uncertainty, and shifting values. In many workplaces, and even in higher education, clarity about purpose and expectations has been eroded, or at the very least, seems blurred. In moments like these, it's easy for the noise of the times to distract us from the core of what truly matters.

In my view, at Jackson College, we don't have the luxury of losing sight of a shared mission and purpose. The work we do here is too important, indeed the stakes for our students and community too high. Over the summer, I concluded that it is now the time to recenter ourselves, to keep first things first, and to speak plainly about who we are, what we stand for, and how we work together.

The following modified Vision Statement, Statement of Beliefs, and the companion lists of what employees can reasonably expect from Jackson College and what Jackson College can reasonably expect from its employees, are a way of doing that. They are not just words on paper. They are a reaffirmation of our shared purpose and a clear commitment to one another.

These statements make it unmistakable that student success is our highest priority, that professionalism and respect are non-negotiable, and that the greater good of the College must guide our decisions. I believe that they remind us that Jackson College is a place where people can grow, where input is valued, where we are responsible people, and where we treat each other with dignity, even when decisions do not go the way we might prefer.

We are, and must remain, an institution where excellence is expected, where integrity is lived, and where we willingly subordinate our personal preferences when the mission and direction call for it. This is how we honor our students, our colleagues, our community, and the trust the public has placed in us. It is how we create legacy.

This is now the moment to be intentional about our culture and not just yield to the changing attitude. We seek to create a place where people enjoy working, where they know they are appreciated, and where the work is worthy of the best we have to give.

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The following statements build upon a strong foundation for that kind of college. And they are a promise to one another…a noble pledge to Maroon & Gold Standards that currently struggle to find voice, no matter the challenges of the times.

Daniel J. Phelan, MBA, Ph.D.,
Jackson College
President & CEO

Jackson College Values

Introduction:

At Jackson College, our values are more than ideals, indeed they are lived commitments. They shape how we teach, lead, serve, and grow together. In a time of complexity and change, these values offer clarity and direction. They remind us of who we are, what we stand for, and how we carry our mission into every classroom, office, and conversation.

These values are aspirational by design and are intended to guide our daily work and elevate our collective purpose. They reflect our belief in the power of education, the importance of human connection, and the responsibility we hold to the public and one another.

Draft Jackson College Values:

1. We pursue truth through learning, dialogue, and discovery - We believe education begins with curiosity and thrives in a culture of evidence, inquiry, and intellectual courage;
2. We embrace the dignity of every person through compassion and respect - We care deeply for our students, employees, and communities, and honor each voice as essential to who we are;
3. We create opportunity through access, support, and belief in human potential - We are committed to helping every learner advance toward a better future;
4. We serve our communities with purpose and pride - Our mission compels us to strengthen the region we call home—through education, workforce development, and civic engagement;
5. We cultivate innovation to meet the challenges of tomorrow - We are future-focused, always learning, and unafraid to rethink how we teach, lead, and serve; and
6. We lead with integrity and are accountable to the public trust - In every decision and every action, we uphold the highest standards of ethics, transparency, and stewardship.

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Jackson College Beliefs

Introduction:

At Jackson College, our mission is more than a statement…it is a commitment lived out daily through the work of every one of us. In a time of complexity, rapid change, and increasing fragmentation across society, we are choosing to be a community grounded in shared purpose, high standards, and mutual respect.

This *Statement of Beliefs* reflects who we are and how we serve. It connects our individual roles to the College's larger mission and provides a common foundation for our decisions, actions, and relationships.

These beliefs affirm our dedication to student success, professional integrity, innovation, and the public trust. They are not abstract ideals. They are commitments we live by, each of us, every day, and hold ourselves in account to, because our work is important, our service to students is essential, and the College we build together must be impactful.

As employees of Jackson College, we believe…

- **student success is our highest calling.**
- **in acting with integrity and in service to the public trust.**
- **in pursuing truth through inquiry, evidence, and dialogue.**
- **in serving others with professionalism, respect, and compassion.**
- **innovation is vital to meet the challenges of today and tomorrow.**
- **we grow together through shared purpose and mutual responsibility.**

Reasonable, Sustainable, and Actionable Expectations Employees Should Have of Their Employer

Introduction:

At Jackson College, we believe that a thriving workplace is built not only on shared mission and values, but also on mutual understanding between the College and its employees. In an era marked by rapid change, increasing demands, and new ways of working, it is important to articulate what employees can reasonably expect from their employer.

These expectations are not abstract ideals; they are grounded in respect, professionalism, love, care, and service, as well as a commitment to institutional sustainability. They reflect our belief that a healthy organization honors its people by providing clarity, fairness, and support, while also upholding the standards necessary to serve our students and our communities well.

MISSION / VISION / MAROON & GOLD STANDARDS

Not every decision will include every employee, and not every challenge will have an easy answer. But we are committed to creating a work environment that is intentional, just, and human-centered. The following list outlines the foundational commitments that employees may reasonably expect from Jackson College in our shared work.

At Jackson College, employees may reasonably expect from their employer to:

1. Be Treated with Respect and Professional Courtesy - All employees should expect to be treated with civility, fairness, and basic human decency in the course of their work;
2. Receive Clear and Timely Communication - Employees should expect important and relevant information to be shared in a timely, clear, and consistent manner to help them perform effectively;
3. Work in a Safe and Orderly Environment - The workplace should be free from undue hazards, harassment, or dysfunction, and provide the tools needed for employees to succeed in their roles;
4. Have Clearly Defined Responsibilities and Expectations - Employees should expect to know what is required of them, receive feedback on their performance, and be supported in meeting clear, reasonable expectations;
5. Be Offered Opportunities for Skill Development and Growth - Every employee should expect access to tools for professional development, learning, and improvement; however, such development does not guarantee career advancement.
6. Maintain a Reasonable Workload and Time for Renewal - The College should strive to ensure employees are not consistently overburdened and have the time and space necessary to recharge and sustain high-quality work;
7. Receive Fair Compensation and Benefits - Employees should expect to be paid fairly, and on time, for their work and to have access to benefits that support their personal and family needs, within the College's resources and contractual parameters;
8. Be Recognized for Contributions - Employees should expect their efforts to be reasonably noticed, acknowledged, and appreciated, whether informally or through formal recognition efforts;
9. Be Trusted to Do Their Job - Employees should expect a baseline of trust, professional autonomy, and respect for their ability to carry out their duties, with accountability to same, but without unnecessary micromanagement; and
10. Have Opportunities for Input Where Appropriate - While not all employees will be involved in all decisions, they should expect that their input will be welcomed in areas relevant to their responsibilities and that supervisors and leadership will listen with sincerity when feedback is sought.

MISSION / VISION / MAROON & GOLD STANDARDS

Reasonable, Sustainable, and Actionable Expectations Jackson College Should Have of Its Employees

Introduction

As a public institution, Jackson College exists to serve the people of Jackson County and beyond through education, opportunity, and community impact. Our employees are the stewards of this mission. Whether in classrooms, offices, labs, or remote workspaces, each employee plays a vital role in fulfilling the promise of the College.

Excellence is not accidental—it is the product of clear expectations, ethical conduct, personal responsibility, and shared engagement. The following list outlines what Jackson College may reasonably expect from all employees. These expectations reflect standards of highly effective workplaces and are aligned with both the mission of the College and the trust placed in us by the students, families, and taxpayers we serve.

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1. Serve Others with Excellence

Employees are expected to provide consistently high levels of service to students, coworkers, and the public. This includes demonstrating professionalism, kindness, responsiveness, and a willingness to go beyond minimum requirements to solve problems and improve experiences.

2. Act in the Interest of the Mission, Not Self

Decisions and behaviors must reflect a commitment to the College's mission and to those it serves—not personal convenience, recognition, or self-interest. Employees should remain mindful of how their choices impact the greater good.

3. Demonstrate Loyalty and Constructive Support for the College

Loyalty includes supporting the College's goals, representing the College positively, in the community, and contributing to a healthy, united workplace. Constructive feedback and respectful disagreement are welcome—but must be rooted in a spirit of shared success.

4. Uphold the Highest Standards of Ethics and Professional Behavior

Employees are expected to act with integrity, honesty, and fairness. This includes avoiding conflicts of interest, protecting confidential information, honoring commitments, and complying with College policies and applicable laws.

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5. Be Present, Reliable, and Ready to Contribute

Regular attendance, punctuality, and active engagement are essential. Employees should come prepared each day—whether in person or remote—and take full ownership of their responsibilities and work quality.

6. Strive for Excellence and Continuous Learning

A commitment to growth is expected. Employees shall pursue opportunities to improve their skills, stay current in their fields, and adapt their work to changing needs and new ideas.

7. Use College Resources Responsibly and Honorably

All College resources—time, technology, funding, and facilities—should be used efficiently, ethically, and solely for professional purposes. Employees are expected to avoid waste and treat public assets with care.

8. Foster a Respectful, Collaborative, and Engaged Work Environment

A healthy workplace depends on respect of the hierarchy of decision-making, on-going communication, and cooperation. Employees should actively contribute to a positive environment by engaging with others professionally and avoiding divisive or counterproductive behaviors.

9. Adapt to Change and Support Institutional Priorities

As the College evolves to meet new challenges, employees must remain flexible and responsive. This includes being open to new tasks, new technologies, and new ways of working that support Jackson College's strategic direction.

10. Communicate with Honesty, Clarity, and Purpose

Effective communication is essential. Employees should speak and write clearly, listen actively, and provide feedback constructively. Employees must understand that not everything can be known by everyone, and in the moment – that there is a difference between 'needing to know' for one's job duties, and 'wanting to know' which is idle curiosity. Communication should support understanding, alignment, and the successful pursuit of College goals.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:

☐ Decision Request ☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

Open Meetings Act – Act 267 of 1976

Subject: (Topic or focus for consideration)

5:45pm Board Dinner [No Board discussion/decisions]

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

In accordance with the Michigan's Open Meetings Act (OMA), 1976 PA 267, MCL 15.261 et seq, all public bodies are required to hold their gatherings in public, if a quorum of the Board is present.

As further clarified in the Open Meetings Act Handbook, prepared by Michigan Department of Attorney General's Office, while the OMA "*does not apply to a meeting which is a social or chance gathering or conference not designed to avoid this act*,"28 a meeting of a public body must be open to the public. Though no board discussion or decisions are undertaking during the Board's dinner, the Jackson College Board has broadly interpreted this gathering to be a 'meeting of a public body' and, as such, is open to the public, though there is no opportunity for the public's input during this dinner gathering.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Board members participate in a purely social dinner gathering, prior to the regular Board meeting.

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

Roberts Rule of Order for Small Assemblies

Board of Trustees
Jackson College, MI

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

I. General Principles:

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

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

II. Unique Components to Small Assemblies:

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

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

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

III. Amendments:

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

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

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

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

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

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-13 Special Rules of Order
BOARD BY-LAWS

Subject: (Topic or focus for consideration)

1.0 Call to Order, Pledge of Allegiance of the United States, & Safety Tailboard

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

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

The Pledge:
"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".

Following the Pledge, if there are new guests present, CEO Phelan will lead the room through a safety tailboard briefing for the newly remodeled Boardroom, as well as for visitors to the College.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

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

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

Board of Trustees Safety Tailboard

Jackson College - Potter Center Boardroom

Complete at the start of the meeting. Assign emergency roles, confirm locations, and review first actions.

Meeting Snapshot:

Date: _09.14.26______	**Time:** _6:31P_________	**Chair:** _Donna Lake___	**Meeting lead:** _Dr. Phelan___
Recorder: _K.E. Book______	**Weather:** ________________	**Security #:** _740.7986______	**Shelter area:** _Bathrooms____

Emergency Role Assignments:

Role	Assigned To	Key Direction / Location
Call 911	___________	Give location and nature of emergency
Call Security	___________	Campus security / switchboard
Bring AED	___________	**AED location:** _PC 2nd FL Grand Staircase entrance__________
Guide EMS	___________	**Meet responders at entrance:** _Bookstore___
Lead evacuation	___________	**Route:** _Bookstore Tower to exit__ **Rally point:** _Clocktower
Lead shelter	___________	Move to shelter area listed above

Critical Locations:

Ne**arest EMS entrance:** __Bookstore_________________

First aid kit: _President's Officer, Break Room____________

Fire extinguisher: _PC BR Secondary Door_____________

Person needing mobility/access support today:

____

Immediate Actions:

• Medical: Call 911, call Security, bring AED, clear area, guide EMS in.
• Fire/smoke: Evacuate, assist others, move to assembly point, take attendance.
• Severe weather: Move to shelter area away from glass and open-span spaces.
• Threat/violence: Call 911 and Security. Lock, barricade, or evacuate as safe.

Reviewed by meeting lead: ___________________ Date: _09.14.26_________

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-09 Board Code of Conduct

Subject: (Topic or focus for consideration)

2.0 Declaration of Conflict of Interest *

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

Consistent with Board Policy, By-laws, and the standard of the Board's Fiduciary 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 also requires members to act transparently.

Should a conflict be present, it is requested that the member publicly note the item in question to the Board Chairwoman during the meeting and abstain from any action concerning said item.

A roll call vote is required for this item.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Roll Call Consideration of any actual or perceived conflict of interest with agenda items.

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

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:
☐ Decision Request ☑ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
BOARD BY-LAWS
Subject: (Topic or focus for consideration)
3.0 Communications 3.1 Public Comments (limit of 3 minutes per person)
Description: (Concise explanation of the issue, item, or proposal)
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…the rest of the meeting is dedicated to the Board doing its own work, in a public setting. Public comments are limited to three (3) minutes, unless the time is modified by a majority vote of the Board. If a large group wishes to communicate the same message, the Board Chairwoman may request that the group appoint a spokesperson to represent them and make remarks on behalf of the group. The Chairwoman reserves the right to conclude the public comment period if the comments become repetitive and do not add new information. **REMINDER: Trustees are not to engage the presenters, per Board Policy, though the Board Chair will thank each presenter noting that the Board will take presenter comments under advisement. *Doing so avoids potential legal liability for the Board (individually and collectively), as well as disruption of the Board-CEO Delegation policies and related authority and duties.*** **The Chairwoman reads the following statement prior to persons offering comment and it is expected to be adhered to by persons wishing to address the Board:** "***When addressing the Board, speakers are asked to be respectful and civil. Be advised that, as an on-going practice, the Board does not respond in this Board Meeting setting when the matter presented concerns personnel, student issues, operations, or other matters that are being addressed through the established grievance or legal processes, or otherwise are a subject of review by the Board of Trustees***".
Requested Board Action: (If any)
Receive comments from people wishing to address the Board.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:

☐ Decision Request ☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

BOARD BY-LAWS

Subject: (Topic or focus for consideration)

3.0 Communications
3.2 Board Comments & CEO Comments
3.2.1 Board Members
3.2.2 CEO
3.2.3 Future Signaling Discussion

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

This item is placed on the agenda for Members and the CEO to make any prefatory comments before engaging in the board agenda content and deliberations. As such, Trustees can use this item to offer any comments of a non-action-oriented nature or future signaling nature for the edification of other members and/or the CEO.

However, board policy and good governance practice notes that this is not an occasion to make comments / respond to the attending public, *as this is a meeting of the Board, not the public.* Thus, this item is provided solely as an opportunity for sharing items of interest among Trustees.

Additionally, CEO Phelan requests Board discussion on this future signaling item: NYTimes Article (enclosed): *There's Really Only One Way to Stop Students From Cheating*

Generative Questions to consider for our discussion:

1. In an era when Artificial Intelligence can produce work that appears thoughtful and competent, what must a Jackson College credential certify about what a student actually knows, can do, and can defend independently?
2. Should ethical judgment and the responsible use of Artificial Intelligence be understood merely as matters of student conduct, or as intended outcomes of a Jackson College education...and how would the Board know those outcomes are being achieved?

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

3. What principles or boundaries should the Board establish so that Jackson College can benefit from Artificial Intelligence without diminishing authentic learning, academic integrity, fairness, human interaction, graduate facility with AI, or public trust in the College's credentials?

Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Receive non-action item comments from members and/or the CEO.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

OPINION

GUEST ESSAY

There's Really Only One Way to Stop Students From Cheating

Aug. 26, 2026

Credit...Peter Gamlen
Listen · 6:59 min

By Adam Grant
Dr. Grant, a contributing Opinion writer, is an organizational psychologist at the Wharton School of the University of Pennsylvania.

The day before a take-home exam in my undergraduate course at Wharton, a few students sent me frantic messages that some of their peers were planning to use artificial intelligence to cheat. Having spent the semester trying to bring out the best in each of them, I was dismayed to discover the worst in them. It felt like a betrayal.

When the 95 students logged in for the exam, however, they got a surprise. I'd ditched the multiple-choice and short-answer questions I usually include. Instead I asked the students to write an essay, using the principles of organizational psychology they'd been studying, on how to motivate students to stop cheating.

Their responses shocked me. Hardly any students saw cheating as a violation of integrity. A majority made excuses: We're under a lot of stress. Everyone else is doing it. We have no choice. They sounded like major league baseball players in the steroid era. ChatGPT was their performance-enhancing drug.

As schools confront this problem, many teachers are switching to in-class essays and oral exams. Creating obstacles is never going to be enough. We need to get at the root of the problem by changing students' underlying motivations.

Across a series of studies, in a wide range of contexts, psychologists have found that as the stakes of a competitive challenge go up, cheating does, too. Some people are largely immune to this effect. They don't follow a logic of consequence by calculating whether the benefits of cheating would outweigh the costs. They ask themselves: What's the right thing for someone like me to do in a situation like this? They have strong moral identities.

That's the term psychologists use for caring deeply about being a person of honor and integrity. Extensive evidence shows that moral identity can help people resist the temptation to cheat, lie and steal. When people have strong moral identities, they view unethical behavior as a violation — not just of the rules but also of their own values. They anticipate more guilt at the thought of wrongdoing and more pride at the prospect of doing the right thing. They believe their choices reflect their character. It's powerful. And the best way to instill it is to get students to consistently think about the ethical consequences of their actions. The younger they start, the better. Many schools try to activate moral identity by asking students to follow an honor code or take an honesty pledge. Integrity oaths are frequently ineffective — and sometimes they backfire. In one experiment, asking students to sign an honesty pledge before an exam doubled the rate of cheating. The mere existence of the pledge suggested to students that dishonest behavior was probably common, so they might as well cheat, too.

In the past, research showed that students who cheated felt guilty about it. It was a last resort stigmatized enough that many wouldn't admit doing it. To estimate how common it was, researchers had to ask students about the rate of cheating in their class or run anonymous polls. Last year when I surveyed students at elite universities about their views of cheating, plenty of them admitted to doing it to get into college, and they signed the survey using their full names.

A.I. hasn't just made cheating harder to catch. It's made cheating so effortless, enticing and available that many students no longer believe it's wrong. One Ivy League student in my survey wrote, "Cheating is a creative expression and a form of problem solving. If you can get around the restrictions put in place and not get caught, then good on you." Really? How would you feel if you found out your surgeon cheated to get into medical school — or cheated in medical school? Psychologists have found that many people judge their integrity using a system of credits and debits. After doing something virtuous, people often feel they've earned a license to indulge in a vice. "I'm a good person, so it's OK to do a bad thing," they rationalize, or, worse yet, "I'm a good person, so this isn't a bad thing." In my surveys, many students justified cheating by compartmentalizing it. Yes, they'd sometimes cheated, but they weren't cheaters. They were just doing what was necessary to succeed.

That's not true of people with strong moral identities. They feel a responsibility to do the right thing. That's why some of my students reached out to warn me their classmates were planning to cheat, instead of just joining in. A way to help more students develop a moral compass is to make ethics part of their curriculum.

The strongest evidence comes from financial advisers, who have to take a licensing exam to enter the field. In a landmark analysis of over a million advisers, those who took the exam during years that it was weighted heavily toward questions about ethics — and who therefore had to study that topic a lot — went on to have 25 percent lower annual rates of misconduct. Even three years later, advisers who got more ethics education committed fewer violations than their colleagues who got less training.

It wasn't just that they'd learned the rules. By spending more time with the material, by really working through it, they'd internalized a stronger sense of right and wrong in their profession. And if their employers underwent scandals, those advisers were more likely to leave, because they didn't want to work for companies that violated their personal values.

Ethics education can make a difference, but we need to be thoughtful about how we deliver it. Integrity wasn't instilled by hectoring or lecturing. It was up to the advisers to do more than memorize rules; they learned a whole moral code. As they grappled with what was ethical, they persuaded themselves it was important.

Timing matters, too. Studying ethics was especially influential for advisers who were inexperienced (and for those who didn't already have a history of misconduct). If we want to instill strong moral identities in students, we should ideally start reaching them before they confront the temptation to cheat. Anonymous surveys estimate that by elementary school, about a third of students have already cheated, and the rates climb through middle and high school. And when they face temptations to cheat, it helps to reinforce moral identity.

In an experiment with over 20,000 people, honesty pledges worked best when they helped participants recognize the moral implications of their actions. People were less likely to cheat after being reminded that honesty is an all-or-nothing concept and that doing the right thing fosters a culture of trust, social responsibility and integrity.

In every home and every school, we should be inviting kids to think about how cheating is unfair to their friends, how it undercuts efforts to build a just society and how it undermines the quest to become a person of principle.

The heart of integrity is recognizing that the ends don't justify the means. What we achieve may define our success. How we achieve it determines our character.

From the comments

1523

1. 

   Adam Grant
   Opinion contributing writer
   "I was just doing what was necessary to succeed." Do you think Bernie Madoff and Elizabeth Holmes told themselves the same thing?

Read 58 replies

More on A.I. and cheating

Opinion | Theo Baker

What A.I. Did to My College Class

May 17, 2026

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:

☐ Decision Request ☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board

Subject: (Topic or focus for consideration)

3.0 Communications
3.3 Excellence Minute: Fall 2026 Convocation – Jennifer Dobbs

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

For this month's Excellence Minute, we welcome JC Senior Executive Director of Mission Alignment & Human Flourishing, Jennifer Dobbs, to share highlights from the Fall 2026 Convocation held on 08.25.26.

For our newer members, Jackson College closes operations for two days (Fall Convocation and Spring Convocation) for a State of the College Address, Keynote Speaker insights, and a wide variety of professional development workshops for all employees.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Receive the highlight and ask any questions.

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

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:	
☐ Decision Request	☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-11 Board Linkage with Ownership

Subject: (Topic or focus for consideration)

4.0 Board Governance
4.1 Ownership Linkage Update

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

Enclosed, please find a draft letter of appreciation and follow-up for participants in the FY ’26 Ownership Linkage (OL) focus groups. It is impressive that the OL meeting feedback suggested that AI amendments be made to the Board's ENDS policies, which were already approved in late 2025 for monitoring in 2027. The Board's future signaling work is proactive and ahead of its time with the Owner's most recently expressed values.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Consider the draft letter for participants in the FY ’26 OL focus groups.

Jackson COLLEGE

OFFICE OF THE PRESIDENT
2111 Emmons Road ● Jackson, MI 49201-8399
517.787.0809 ● www.jccmi.edu

September 14, 2026

Dear Owners –

Permit me this opportunity to offer my sincere appreciation for your participation in Jackson College's FY '26 Ownership Linkage process. Our Board's governance model (Policy Governance) requires that recommendations for broad institutional direction be obtained from the "Owners" in our community, of which you are one, as a citizen of Jackson County. Through the October 2025 and August 2026 listening sessions, your direction has been heard.

The trends in the feedback provided both affirmations of the College's work, as well as some insights into areas the College could excel. Examples of the College's trending strengths included strategic industry alliances, work-based models, strategic industry prioritizations, curriculum alignment, public safety and infrastructure, and dual pathways.

Trending further opportunity areas included intentional modality offerings and two-way engagement. We heard a request for targeted conversations rather than community-wide forums. We also heard there is a need for stronger Jackson College brand communications rather than attempting a more physical presence downtown.

We understand the community's AI risk tolerance consensus to be conservative to moderate. Groups strongly recommended the College assess AI uses and benefits in the institution's internal practices first, followed by translating those into mandatory AI literacy curriculum.

The more operational input received in the listening sessions was passed along to President Phelan, which has informed the institution's operational direction. At the same time, the Board has concerned themselves with the more strategic, visionary input provided, particularly the suggested long-term direction of AI. The Board has codified this direction in their ENDS (Outcomes) policies, to ensure that Jackson College delivers on that request. Compliance with these AI outcomes will be demonstrated in 2026-2027 when 1) The College provides relevant and ongoing training and awareness of AI, its strengths, limitations, and responsibility for its use, and 2) Academic integrity and learning outcomes are maintained or improved by AI use.

Thank you once again for helping Jackson College apply the voice of our Owners to its purpose. You are an integral part in our Total Commitment to Student Success, Student Achievement Imperative, and mission: Together We Inspire and Transform Lives.

With respect and gratitude,

Daniel J. Phelan
President & CEO
Jackson College

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:	
☑ Decision Request	☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board

Subject: (Topic or focus for consideration)

5.0 Items for Discussion
5.1 Monthly HLC Accreditation Update – Dr. Benjamin Valdez

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

As we work towards re-accreditation from the Higher Learning Commission in 2027, I've asked Dr. Benjamin Valdez to provide the Board with regular updates on our progress leading up to the comprehensive visit.

From time to time, there will be items on the agenda for review and comment.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Receive the monthly update on the HLC Accreditation process and ask any questions of Dr. Benjamin Valdez.

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

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-01 Governing Style
EXECUTIVE LIMITATIONS: EL-03 Planning
EXECUTIVE LIMITATIONS: EL-05 Asset Protection
EXECUTIVE LIMITATIONS: EL-06 Investments
BYLAWS

Subject: (Topic or focus for consideration)

6.0 Consent / Required Approval Agenda
- 6.1 Adoption of Minutes
  - 6.1.1 Regular Board Meeting, Dated 08.10.26 *
- 6.2 Policy Review
  - 6.2.1 Executive Limitations
    - 6.2.1.1 EL-03 Planning – Policy Review *
- 6.3 Interpretations Assessments
  - 6.3.1 EL-05 Asset Protection – Interpretations Assessment *
  - 6.3.2 EL-06 Investments – Interpretations Assessment *
- 6.4 FY ’27 Community Colleges Local Strategic Value Resolution *

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

Linked are the minutes of the most recent meetings 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 State law, a preliminary draft of these minutes are posted within 8 days of each Board Meeting and are finalized as a permanent record upon Board approval at this, the subsequent board meeting.

Linked for its regular review is Board Executive Limitations Policy EL-03 Planning to which policy pre-review Trustees (Chairwoman Lake, Vice Chairman Heins, and Trustee Thomas) and I recommend no edits at this time.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

Enclosed for the Board's assessment of reasonableness are my interpretations for Board Executive Limitations Policies EL-05 Asset Protection and EL-06 Investments, both with suggested edits throughout.

Also enclosed is a case study (Public Comment, Public Criticism, and Board Discipline) that the policy pre-review Trustees discussed during their policy review session on 08.10.26.

Lastly, please find linked the FY '27 Community Colleges Local Strategic Value Resolution. Each year, on or before October 15, a board-approved Local Strategic Value (LSV) resolution is required by the State Budget Office before performance funding and monthly operations payments can be released.

PLEASE NOTE: The Board may approve / assess all of these as a whole or pull items from this agenda item for in-depth discussion.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Consideration of approving Board Meeting Minutes for 08.10.26; approval of Executive Limitations policies EL-03; assessment of the CEO's interpretations of Executive Limitations policies EL-05 and EL-06 for reasonableness; and approval of the FY '27 Community Colleges Location Strategic Value Resolution.

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

Mini-Case: Public Comment, Public Criticism, and Board Discipline
Jackson College Board of Trustees | 08.10.26
djp

At a regular public meeting of the Jackson College Board of Trustees, the Board reaches the public comment portion of the agenda. The Board's policy allows speakers a limited amount of time (i.e., 5 minutes) and requires comments to be directed to the Board. The Chairwoman reminds the room, before opening the floor, that public comment is not a debate and that the Board does not respond during the comment period, as has been our practice.

A community member comes forward and begins criticizing the Board and the President. The speaker says the Board is "failing in its oversight role," accuses the administration of avoiding transparency on a controversial issue, and says the President has shown "cowardice" by not answering public concerns directly. The tone is firm and uncomfortable, but the speaker is not yelling, threatening anyone, using profanity, or exceeding the time limit.

Several people in the audience begin reacting. Some boo the Board and President, some interrupt the meeting, and one person in the audience calls out that the speaker is being disrespectful. One of our Trustee is visibly uncomfortable with the moment. Another Trustee quietly asks whether the Chairwoman should stop the speaker because the comments feel like a personal attack on the President rather than appropriate public comment.

The Chairwoman must decide whether to cut off the speaker, warn the audience, recess the meeting, or allow the speaker to continue.

Board discussion questions…

1. Under Policy Governance, what is the Board's role in this moment: to defend the institution, debate the speaker, protect the President, or preserve lawful board process?
2. How does the Chairwoman preserve lawful, orderly public process without suppressing a viewpoint?
3. What is the difference between enforcing a neutral rule (i.e., time limit, true threat, actual disruption, obscenity) and reacting to criticism that feels unfair, personal, or inflammatory?
4. If the audience becomes disruptive, should the Chairwoman control the speaker or control the room?

Jackson College
Board of Trustees

Interpretations Assessment:
EL – 05 Asset Protection

Report Date: 09.14.26

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

POLICY STATEMENT:

The CEO shall not allow College assets to be unprotected, inadequately maintained, or unnecessarily risked. Further, without limiting the scope of the preceding statement by the following list, the CEO shall not:

1. **Permit the organization to have inadequate insurance against property, casualty, and cyber (i.e., data) losses.**

   I have interpreted "inadequate insurance" in policy items #1.1 (including 1.1.1 and 1.1.2) to 1.2. Compliance with these items below constitutes compliance with this policy.

   1.1. **Permit the organization to insure its property and operations with inadequate valuation and limits due to an insufficient scope of perils.**

   INTERPRETATION:

   I have interpreted "insufficient scope of perils" in policy items 1.1.1 and 1.1.2 below. I am further interpreting the scope of perils to include disruption of College operations, due to unpredictable events or 'Acts of God' (i.e., force majeure)**,** as well as exposure to danger or serious danger.

   Compliance with this policy will be demonstrated when insurances of the College, in particular its 'Umbrella Insurance', for disruption of college operations, is consistent with coverage limits standards for an institution our size, type, and scope, as well as when items1.1.1 and 1.1.2, (below) are fully compliant.

   This interpretation is reasonable because it is consistent with the recommendations of the College's insurance consultant every 3 years.

   1.1.1. **Permit insurance of all buildings and contents to be at less than the cost to replace, with a blanket limit of all buildings and contents.**

INTERPRETATION:

I have interpreted compliance to be demonstrated when a schedule property of values is updated and signed each year, computing the blanket limit of coverage for buildings and contents, and that the College is in possession of insurance coverage documents to those amounts.

This interpretation is reasonable because it is based on insurance industry standards for current replacement blanket insurance on building and contents.

1.1.2. Permit the College to have inadequate insurance for theft, disappearance or destruction of money, and securities inside or outside the premises.

INTERPRETATION:

I have interpreted compliance to be demonstrated when:

a) The College is in possession of an insurance policy providing for coverage for theft, disappearance or destruction of money and securities at the College, or at financial institutions holding College assets.

b) The levels/type of insurance coverage provided is consistent with the range recommended by the insurance industry consultant every 3 years (see insurance type and current insurance coverage schedule below).

Insuring Agreement	Limits of Liability	Deductibles
Employee Theft	$ 1,000,000	$ 10,000
ERISA Fidelity	$ 1,000,000	$ -
Forgery or Alteration	$ 1,000,000	$ 10,000
Premise Coverage	$ 1,000,000	$ 10,000
Transit Coverage	$ 1,000,000	$ 10,000
Computer Fraud	$ 1,000,000	$ 10,000
Restoration Expense	$ 50,000	$ 1,000
Funds Transfer Fraud	$ 1,000,000	$ 10,000
Credit, Debit or Charge Card Fraud	$ 1,000,000	$ 10,000
Money Orders and Counterfeit Money	$ 1,000,000	$ 10,000
Investigative Expense	$ 50,000	$ -

This interpretation is reasonable because the assessment of adequate insurance is provided by a third-party independent insurance consultant, as noted in the schedule above) is an accepted industry standard.

1.2. Permit the organization to have inadequate privacy/cyber insurance.

INTERPRETATION:

I have interpreted compliance to be demonstrated when:

a) The operational and disruptive threat of Cyber Security is mitigated using preventative controls and insurance protections are consistent with what was identified in the annual cyber security audit. This level of control will include the annual review of a Maintenance of Operations plan; and

b) Insurance levels are consistent with annual recommendations from a third-party insurance consultant for Cyber Liability Coverage.

This interpretation is reasonable because the insurer is a third-party expert and provides the College with an independent assessment of what adequate insurance is in the current environment, as well as what constitutes an appropriate Maintenance of Operation plan, which is required before any cyber insurance can be issued.

2. **Permit the Board members, College employees, and other individuals engaged in activities on behalf of the organization, or the organization itself, to have inadequate liability insurance.**

INTERPRETATION:

I interpret the level of adequate insurance (i.e., E & O for the board, as well, as other liability insurances for staff and related parties) to be determined by a third-party consultant and their standards of coverage determinations, and such policies are currently in place and on file.

This interpretation is reasonable because the insurer is a third-party expert and an independent assessment of what adequate insurance is.

3. **Permit individuals traveling out of the United States, on behalf of the College, to have inadequate travel accident insurance.**

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

a) The College has a professional activity form (i.e., pre-approval documentation) on file, granting approval to travel on behalf of the College. Further, that this form is utilized by persons traveling on College business.

b) Employees are provided access to information about applicable travel insurance coverages prior to their approved travel.

c) Coverages are consistent with third-party consultants' recommendations based on industry standards.

This interpretation is reasonable because prior approval to travel, as well as provisions for applicable travel insurance, is a standard practice among higher education institutions.

4. **Allow the College to have insurance for theft and crime coverage that is less than community college industry standards.**

INTEPRETATION:

I have interpreted that compliance will be demonstrated when the College is ensuring its theft and crime coverages are at a level, identified by the College's the third-party insurance consultant, as standard for an institution our type, size, and scope.

This interpretation is reasonable because it is not only a standard practice utilized by higher education institutions, but that the recommendations for coverage levels are provided by a third-party industry consultant.

2026 EVIDENCE:

A review of the College's Commercial Crime insurance policy on 05.04.26 by the VP, Student Achievement & Financial Services confirms the policy provides coverage for theft, disappearance, or destruction of money and securities at the College, or at financial institutions holding College assets, with coverage types and limits consistent with community college industry standards as recommended by the College's third-party insurance consultant.

Insuring Agreement	Limits of Liability	Deductibles
Employee Theft	$ 1,000,000	$ 10,000
ERISA Fidelity	$ 1,000,000	$ -
Forgery or Alteration	$ 1,000,000	$ 10,000
Premise Coverage	$ 1,000,000	$ 10,000
Transit Coverage	$ 1,000,000	$ 10,000
Computer Fraud	$ 1,000,000	$ 10,000
Restoration Expense	$ 50,000	$ 1,000

Funds Transfer Fraud	$ 1,000,000	$ 10,000
Credit, Debit or Charge Card Fraud	$ 1,000,000	$ 10,000
Money Orders and Counterfeit Money	$ 1,000,000	$ 10,000
Investigative Expense	$ 50,000	$ -

5. Unnecessarily expose the organization, its Board members or College employees to claims of liability.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when the 'unnecessary exposure to claims of liability' are addressed in item 5.1 below, as well as when all College Trustees and employees have received required training on Title IX, Sexual Harassment Prevention, ~~and~~ the Jackson College Code of Ethics, and Building a Welcoming Community as constituting compliance with this policy.

This is interpretation is reasonable because said training is required by the United States Department of Education.

5.1. Allow any material contracts or material internal human resource documents to be executed with inadequate review by qualified legal counsel.

INTERPRETATION:

I am interpreting the phrase "material contracts or material internal human resource documents" to include all Labor Agreements and all contracts with vendors and organizations, to have a direct or indirect financial liability of $100,000 or more. I have further interpreted that compliance will be demonstrated when:

a) A random statistical sampling of contracts is reviewed by legal counsel prior to contract signing to confirm all associated contracts.

b) A random statistical sampling of contract documents, reviewed by the College's legal counsel, reveal that performance bonds with vendors the College does not have established relationships with, are on file in the College's Business Office.

This interpretation is reasonable because all labor agreements, and all contracts with vendors are reviewed by the College's legal counsel and are additionally reviewed and signed by the College President. Further, all union labor agreements are executed by the Board of Trustees. Finally, all performance bonds for $100,000 projects and higher with vendors the College does not have established relationships with, include liability protections for the College, ensuring that work is performed of a nature and timeline consistent with the contract.

6. Receive, process, or disburse funds under controls which are insufficient to meet audit standards or reasonably insufficient to detect and prevent fraud.

INTERPRETATION:

I am interpreting fraud protection, involving the receipt, process, or distribution of funds to be achieved when adequate crime (i.e., fraud) insurance is filed and current, as well as when both internal and external auditors confirm adequate internal controls are in place. I have further interpreted policy compliance to be demonstrated when:

a) The external auditors do not find any deficiency in the internal controls process, as part of their annual audit; and
b) Any deficiency noted in internal controls is corrected within 90 days.

This interpretation is reasonable because the use of internal and external third-party auditors to examine, evaluate, and recommend improvements and/or corrections to fraud protection practice is not only a higher education industry standard, but is also that standard for non-profit organizations.

7. Make any purchases that do not result in an appropriate level of quality, after- purchase service and value for the dollar expended, or do not provide opportunity for fair competition.

I have interpreted this policy to be in compliance when, purchasing practices utilized within the College, are consistent with those of like-sized, industry comparable institutions, within the Michigan Community College Association (i.e., Group II, MCCBOA), as well as when items 7.1, 7.2, 7.3, and 7.4 (below) are fully in compliance.

This interpretation is reasonable because it ensures the attention to all items below, but also that the College purchasing processes are attendant to the structure of Michigan laws, but also that they are evaluated against peer community colleges in the MCCA Group II classification, and in combination with CFO peers in the Michigan Community College Business Officers Association).

7.1 Make any purchase wherein normally prudent protection has not been evaluated against conflict of interest.

INTERPRETATION:

Compliance will be demonstrated when:

a) All administrators annually submit documentation regarding the absence of conflict of interest, or noting occasions wherein an actual or apparent conflict may occur. Further, the College Board of Trustees declare any conflict of interest that may exist in their decision-making prior to the commencement of any board meeting, as provided on the College's Board agenda;

b) The external auditor notes there is no conflict of interest in transactions in the past fiscal year among employees or Trustees; and

c) Material conflicts are disclosed in the annual audited financial report.

This interpretation is reasonable because not only are there formal practices for noting any actual or apparent conflicts of interest, a third-party auditor annual reviews these practices and conducts annual sampling to determine if any violations of this process have occurred. Finally, regarding the Board of Trustees, such practices are consistent with the national fiduciary standard for Duty of Loyalty among board members.

7.2 Make any purchase of over $100,000 without having obtained comparative prices and quality from at least three competitive bids, unless considered a 'sole source' provider. Orders shall not be split to avoid these criteria.

INTERPRETATION:

I have interpreted compliance to be demonstrated when verification has occurred, for those College departments, which have the authority to initiate purchase order requisitions, have transmitted their request for approval through first, their ~~Leadership Council~~Executive Council Member, and then through the Business Office. I have further concluded that compliance will be demonstrated when items a, b., and c. (below) are also compliant:

a) The ~~College's legal counsel~~VP, Student Achievement & Financial Services conducts a review of a statistically valid sample of purchase order requisitions for policy compliance and confirms that all orders approved by the College's CFO are compliant with the required bid documentation, or sole source provider documentation if the purchase price is greater than $100,000;

b) The College's external auditor annual conducts a statistical sampling of the processes of purchases for process compliance; and

c) The administrative purchasing policy is consistent with Board Policy.

This interpretation is reasonable because the process validation is conducted by both internal and external auditors of the College, which is an industry standard approach.

7.3 Make any purchase without a stringent method of assuring: 1) Long-term quality 2) Reasonable Cost; 3) Consideration of the financial support provided to the College by a bidder, and 4) Local vendor preference.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

a) All College departments and employees with purchasing authority are provided the criteria of this policy;

b) All College Administrators annually receive, and annually review, the College's purchasing policy in the Administrative Committee Meeting annually; and

c) The members of ~~Leadership Council~~Executive Council confirm the policy is being applied in their respective areas of responsibility.

This interpretation is reasonable because an annual review of the College's purchasing practices ensures familiarity with existing employees, as well as provides for the proper review of employees who are new to the organization.

7.4 Allow vendors to be without information critical to their receiving equitable consideration in competitive bidding.

INTERPRETATION:

I have determined that compliance will be demonstrated when:

a) Purchasing departments and their employees with purchasing authority have been provided this policy, which is annually reviewed, to ensure that purchases at the College are consistent with this criterion; and

b) The members of the College's ~~Leadership Council~~Executive Council confirm the policy is being followed in their respective area of responsibility.

This interpretation is reasonable because an annual review of the College's purchasing practices relative to vendors ensures familiarity with existing employees, as well as provides for the proper review of employees who are new to the organization.

8. Allow College intellectual assets, to be unprotected or exposed to loss or significant damage.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when all College logos, names and characters of proprietary nature have registered trademarks or copyrights.

This interpretation is reasonable because registration not only provides legal basis for protecting assets against improper or fraudulent use, but it is an industry standard relative to the protection of intellectual assets.

9. Endanger the organization's public image, credibility, or its ability to accomplish Board Ends.

INTERPRETATION:

I have interpreted compliance with this policy statement will occur when, I have demonstrated sufficient breadth of operational policies, processes, and training frequency for employees regarding the protection of the College's reputation, as well as when items 9.1 through 9.5 (below) are fully compliant. This is the basis for protecting assets against improper or fraudulent use, but it is an industry standard relative to the protection of intellectual assets.

This interpretation is reasonable because policy and process development, deployment, and training are current industry standard for protection of the College's image and reputation.

9.1 Allow non-adherence to guidelines required for required institutional and secondary program accreditors.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

a) Institutional (i.e., Regional) and Secondary accreditation agencies confirm that all required data and documentation has been provided by required submission dates; and

b) The College institutionally, as well as those programs which are accredited by secondary accrediting agencies report that they are in good standing. No Jackson College programs with supplemental accreditation standing regarding accreditation status.

This interpretation is reasonable because both the College's regional accreditor, as well as is secondary program accreditors are external to the College and have defined practices for determining the quality of the College and its program offerings.

9.2 Accept gifts or grants which obligate the College to make future expenditures other than those that are reasonably required by the gift or grant.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

a. All grants considered by the College include agreements which detail the nature of the grant, any match requirement, period of time in which the College is required to expend funds, prior to acceptance. Grant applications requiring organizational matches by the College must be approved by the President before application submittal. Further, all match requirements for the grant must be provided within the annual budgets of the College.

b. All major donations/gifts to the College must be codified by a memorandum of understanding or agreement that outline the nature of the donation/gift, the use of said donation/gift, and define any additional contributions or considerations by the College, prior to acceptance. These MOU's and agreements are signed by the College president and Foundation executive

This interpretation is reasonable because it ensures that, prior to any pursuit of a grant or the rescript of any donation or gift, consideration has been given to obligations of the College and ensure the budgeting of same.

9.3 Publicly position the College in support of, or opposition to, any known political organization or candidate for public office.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

a) Review of public sources leading up to election dates do not reveal or report instances of the College supporting or opposing political organizations or candidates for public office;

b) All political organizations and candidates for public office are given equal opportunity to speak on campus;

c) No signage supporting candidates appear on any college property; and

d) No College employees promote candidates in the classroom, their offices, nor do faculty or other employees promote candidates in their backgrounds on video meetings, internal print or digital communications, on clothing, use of buttons, or other promotional materials, while on college property or when conducting college business.

This interpretation is reasonable because it is the law of the State of Michigan.

9.4 Develop or continue collaborative relationships with organizations whose principles or practices are incompatible with those of the College.

INTERPRETATION:

I have interpreted that compliance with this policy will be demonstrated when:

a) All ~~Leadership~~ Executive Council members and the College President have confirmed that they have not engaged in, created any partnership agreement, or obligated the College in any way with any organization whose principles or practices are incompatible with those of the College, or that are unaligned with the College's mission, vision, values, and belief statements.

b) If an incompatibility is decerned, the College President will make the final determination as to the cessation of the relationship with the offending party, understanding that the contractional and legal nature of the relationship, if present, must be adhered to, relative to contract cessation requirements.

This interpretation is reasonable because only the ~~Leadership Council~~Executive Council members, ~~and~~ the President, or designee are allowed to enter into contractual relationships.

9.5 Allow relationships with Owners and/or stakeholders to be inconsistent with the productive cooperation necessary to the achievement of Ends.

INTERPRETATION:

I have determined that compliance will be demonstrated when:

a) A review of tracking software and/or consultation with student support offices confirm there is no outstanding, or unresolved issues with students with the College's Student Resolution Advocate or with the College's Judicial Committee;

b) There are no unresolved or public relations matters that have not been or are not being ~~been~~ addressed; and

c) The College has a process to address other Owner/stakeholder concerns, including Freedom of Information Requests (FOIA), and that all are addressed within a reasonable period of time, even though a resolution may not be possible.

This interpretation is reasonable because such practices represent a common industry-based approach. Further, a record of such engagements is retained for validation in each of the aforementioned offices. Matters of resolving FOIA requests are defined by State law and are addressed by the College's Chief Operating Officer.

10. Change the organization's name or substantially alter its identity in the community.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

a) On those occasions wherein a name is changed, it is noted by action of the Board of Trustees, as approved and recorded in the minutes;

b) Proposed name changes are requested of and approved by the Higher Learning Commission;

c) Proposed name changes are requested of and approved by the Michigan State Department Education; and

d) Any change in the name, image, and likeness, or positioning of the College identity, is supported by a Board motion approved and recorded in the minutes.

This interpretation is reasonable because it is a requirement of the aforementioned authorities to advance a name change.

11. Create or purchase any subsidiary corporation.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

a) The establishment or purchase of any subsidiary corporation is documented on a College Board of Trustees agenda for consideration, and is subsequently placed in the minutes of the Board meeting at which it was approved; and

b) The Board's auditor confirms that there has been no purchase or creation of a subsidiary corporation without prior approval by the Board of Trustees.

This interpretation is reasonable because the Board of Trustees has retained the authority of the decision for the purchase of a subsidiary corporation and all Board decisions must report a duly recorded motion and the vote to approve such a decision.

Jackson College Board of Trustees

Interpretations Assessment: EL – 06 Investments

Report Date: 09.14.26

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

POLICY STATEMENT:

The CEO shall not permit investments that are inconsistent with federal, state, or local laws, nor to be managed in a way that is inconsistent with the primary investment objectives of capital preservation and reasonable growth.

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

1. **Permit investments, or other alternatives for generating a return on cash, to be managed without the active involvement of well- qualified investment advisors with a proven track record, who are independent of any investment fund.**

   INTERPRETATION:

   I have interpreted that compliance will be demonstrated when:

   a) The College has an appointed Asset Management Administrator, who can also provide a knowledgeable custodian for the College's funds.

   b) The College utilizes well-qualified investment advisors who make the securities purchases, who are also independent of any investment fund.

   This interpretation is reasonable because the investment of the College's available funds are achieved by a bonded, legally accountable trust administrator, and secondary fund custodian. Further such investment recommendations are acted upon, based upon recommendations of an independent securities advisor.

   1.1. Permit the advisor to take title to any assets.

   INTERPRETATION:

   I have interpreted that compliance will be demonstrated when:

   a) The College has engaged the use of a fund advisor, who is not also the fund custodian;

b) The funds held by the asset custodian, and security purchases made by investment advisor, are held in the Colleges name only.

This interpretation is reasonable because of the way and structure of how the investments are managed.

1.2. Permit the advisor to withdraw any funds from the accounts except to cover payment of previously agreed-to fees, or at the specific direction of the College's Chief Financial Officer or President.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

a) Fees are specified in the agreements of the engaged financial and asset management organizations.

This interpretation is reasonable because the way the fees are structured, the available reporting, and that the agreements are legally binding instruments between the College and the third-party organizations.

2. Permit investments that are insufficiently liquid to meet the organization's anticipated expenditures without incurring penalties.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

a) Investment maturity dates are structured to mature at times that meet cash flow needs of the College based upon a planned schedule; and
b) The actual interest-based revenue return matches the anticipated return without penalties for withdrawal.

This interpretation is reasonable because it maximizes the return on the investment and is compliant with the Community College Act.

3. Permit the investment of cash accounts (or operating capital) in anything other than what is defined in the Community College Act section 389.142 as being permitted by a Michigan community college.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

The College's participation in investment activities is done via an investment pool composed entirely of investment instruments that are legal for direct investment by a community college and or purchased from a securities organization who only offers

Jackson College legal direct investments by a community college.

This interpretation is reasonable because Michigan state law defines what is permissible for a community college investments.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:
☑ Decision Request ☐ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
ENDS: EN-01 (1-3) Board's ENDS
Subject: (Topic or focus for consideration)
7.0 Monitoring CEO Performance 7.1 EN-01 (#4) Board's ENDS – Evidence Review *
Description: (Concise explanation of the issue, item, or proposal)
Attached for your review is the evidence (i.e., Monitoring Report) for EN-01 (#4). You will note that my report indicates Full Compliance according to previously established and approved interpretations for 2026 and approved aspirational interpretations for 2027. I will respond to questions you may have about the report.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Board assessment of the monitoring report for Policy EN-01 (#4) for evidence of full compliance with the 2026 reasonable interpretation of the policy.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

Jackson College Board of Trustees

Monitoring Report: EN-01 Board's ENDS (#4)

[FULL COMPLIANCE]

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

I present this monitoring report to the Jackson College Board of Trustees which addresses the Board's ENDS Policy EN-01: "Board's ENDS (#4)". I certify that the information contained herein is true and represents compliance, within a reasonable interpretation of the established policy, unless specifically stated otherwise below.

09.14.26

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

Date

POLICY STATEMENT:

4. Learners develop life and workplace skills.

4.1 Learners gain the skills necessary to become responsible citizens, to lead productive lives, and to thrive in society.

2026 INTERPRETATION:

I have interpreted this policy statement to mean that, as part of the learning experience at Jackson College, degree and certificate seekers shall have the opportunity to grow in their understanding of essential work and life skills necessary to be successful in our democracy.

This is reasonable because learners have access to technical knowledge with context in the broader economic and social ecosystem of the United States.

DRAFT 2027 INTERPRETATION:

As CEO, I interpret “gain the skills necessary” to mean that learners make measurable progress, during their time at Jackson College, in developing the competencies required to function successfully and responsibly in civic, personal, and professional contexts; I further interpret “responsible citizens” to be individuals who understand and act upon their ethical, social, and civic obligations; I interpret “productive lives” to mean learners apply their education toward meaningful employment, ongoing education, or active societal contribution; and I interpret “thrive in society” to mean that learners demonstrate resilience, adaptability, and the capacity for lifelong learning, equipping them to meet personal and professional challenges in a complex world.

Quantitative Indicators of Achievement:

- At least 75% of reporting graduates will acknowledge that Jackson College contributed significantly to their development as responsible citizens and productive contributors to society, as measured through post-graduate surveys administered within 2 years of completion.
- At least 75% of program-level assessment reports will show that students demonstrated competencies tied to ethical reasoning, social responsibility, and civic engagement, as defined by institutional learning outcomes.
- Employer and internship supervisor surveys will indicate that at least 70% of respondents rate Jackson College graduates as “well-prepared” in professionalism, teamwork, and community responsibility.
- Data from the National Student Clearinghouse and other follow-up tools will show that at least 75% of graduates are employed, pursuing further education, or engaged in service (e.g., military, public service, or caregiving) within one year of program completion.
- At least 75% of student respondents, participating in co-curricular activities (e.g., leadership programs, service learning, or civic events) report growth in personal responsibility, civic awareness, and social engagement through validated rubrics or reflections.

This is reasonable because it demonstrates appropriate tracking of our student success in both quantitative and qualitative metrics. It is also consistent with national practice with existing commissions.

2026 EVIDENCE:

a) On 08.19.26, The Director of Workforce Training reaffirmed that Jackson College offers learners a wide array of work-based and experiential learning opportunities, designed to deepen student engagement, enhance academic learning, and strengthen career readiness. Students may participate in formal industry tours, internships integrated within academic coursework or offered as separate experiences, on-the-job experiences tied to program requirements, service-learning projects, and work-study employment. Students are also able to complete internships aligned with their field of study, offered in both semester-long and seven-week formats.

b) On 08.19.26, the Director of Workforce Training confirmed that Jackson College has fully integrated internship and work-based learning courses into Career & Technical Education (CTE) degree programs. These efforts are led by the College's Work-Based Learning Coordinator, who collaborates with local employers, faculty and students to develop relevant experiential learning opportunities. This structure ensures that all learners in CTE programs have access to applied learning experiences that enhance their academic and professional growth.

c) The Director of Workforce Training also confirmed on 08.19.26 that the College has successfully implemented the Handshake career office management platform which provides Jackson College students with access to over 15,500 school-approved job and internship postings. The platform offers a personalized user experience based on students' academic and career interests, promotes participation in career events hosted by reputable employers, and enables students to connect with peers across the globe. Employers also benefit from the ability to post jobs, register for events, and search student resumes. All current and incoming students at Jackson College have free access to Handshake through single sign-on, making it an accessible and integral part of the College's commitment to workforce preparation.

4.1.1 Learners experience significant gains in their critical thinking, problem solving and written communication skills.

2026 INTERPRETATION:

I have interpreted this to mean that development of critical thinking, problem solving, and written communication skills are to be embedded in all certificate and degree 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 ENDS Statement is validated when:

a) Rubrics developed by the faculty (and third party) identify the development of these three skills and are approved by the assessment committee.

b) Instructional program review, completed every five years, wherein goals, success data and analysis related to these three skills are shared with the Academic Council and approved by Deans, demonstrates knowledge gains in the aforementioned areas.

This is reasonable because the use of rubrics to ensure placement of these skills into the curriculum, combined with program review analysis, is standard means in higher education for determining the effectiveness of learner gains.

DRAFT 2027 INTERPRETATION:

As CEO, I interpret “significant gains” to mean that learners demonstrate measurable and meaningful improvement in the areas of critical thinking, problem solving, and written communication from the time they enter Jackson College to the time they complete a degree or certificate. These skills are essential to learner success in academic, career, and civic settings, and their development must be intentionally embedded in the design and delivery of all academic programs; Additionally, I interpret critical thinking as the ability to analyze, evaluate, and synthesize information to form reasoned judgments and make evidence-based decisions; I interpret problem solving as the capacity to identify issues, assess possible approaches, and apply appropriate methods to develop and implement solutions; and I interpret written communication as the ability to organize and clearly express ideas in written form tailored to context, audience, and purpose. Gains in these skills will be assessed through valid, reliable instruments and institutional processes that track student learning over time and confirm skill development.

Quantitative Indicators of Achievement:

- At least 75% of students completing a degree or certificate will meet or exceed benchmark expectations in two or more of the three skill areas, as measured by institutionally approved rubrics applied to embedded course assignments, capstone projects, or other direct assessments.
- Annual academic assessment reports, compiled and reviewed by faculty and the assessment committee, will show that at least 75% of assessed general education and program-level courses meet or exceed expectations in one or more of the targeted skill areas.
- Instructional program reviews, conducted on a five-year cycle, will include analysis and documentation of learning gains in critical thinking, problem solving, and written communication, and these

findings will be reviewed by the Academic Council and approved by academic leadership.

- When available and appropriate, third-party or nationally normed assessments (e.g., CLA+, ETS Proficiency Profile) will be used to validate internal findings and support continuous improvement.
- Graduate and employer surveys will show that at least 75% of respondents indicate Jackson College graduates are proficient in one or more of the three targeted skill areas.

This is reasonable because it demonstrates appropriate tracking of our student success in both quantitative and qualitative metrics. It is also consistent with national practice with existing commissions.

2026 EVIDENCE:

b) On 09.01.26, academic leadership confirmed that Jackson College is strengthening its institution-level assessment process so that critical thinking, problem solving, and written communication are intentionally assessed across the learner experience. During summer 2026, the Institutional Quality Committee began redesigning the College's General Education assessment framework around a smaller set of measurable institutional outcomes, including written/oral communication, mathematical reasoning, and critical thinking. The emerging model calls for common faculty-developed measures, including embedded assignments and pre/post assessment approaches, so the College can better demonstrate student learning gains over time rather than relying solely on course completion or indirect measures.

b) Current Evidence (AY ‘26) of the accomplishment of General Educations outcomes, which incorporates Institutional Learning Outcomes (ILOs), is summarized below:

Outcome 1: Write Clearly, Concisely and Intelligibly

Outcome Concept	Percentage of Assessed Students Meeting Threshold of Competence
Writing Process	83%
Organization and Development	83%
Meaning/understanding	83%
Use of Sources and Documentation	83%

Grammar and Sentence Structure	83%

Outcome 2: Importance of Effective Communication in a Dynamic and Changing Society

Outcome Concept	Percentage of Assessed Students Meeting Threshold of Competence
Message Development	85%
Societal Understanding	85%
Distinguishing Different Perspectives	85%
Use of Sources and Documentation	85%
Grammar and Sentence Structure	85%

Outcome 3: Demonstrate Computational Skills and Mathematical Reasoning

Outcome Concept	Percentage of Assessed Students Meeting Threshold of Competence
Language of Mathematics	70%
Solving and Mathematical Modeling	70%
Connecting Mathematical Modeling with Real World Phenomena	70%

Outcome 4: Demonstrate Scientific Reasoning

Outcome Concept	Percentage of Assessed Students Meeting Threshold of Competence
Scientific Process	79%

Scientific Communication	81%
Science-Informed Decision-Making	81%

Outcome 5: Understand Human Behavior and Social Systems

Outcome Concept	Percentage of Assessed Students Meeting Threshold of Competence
Principles and Systems Thinking	78%
Critical Thinking and Analysis	78%
Application to Real World Problems	74%

Outcome 6: Identify Artistic, Linguistic, and Theoretical Perspectives Across the Human Experience

Outcome Concept	Percentage of Assessed Students Meeting Threshold of Competence
Remember and Analyze	81%
Apply Perspectives	81%
Form Evaluations of Humanistic Works	81%
Create Human Works	81%

4.1.2 Learners have opportunities to develop leadership skills.

2026 INTERPRETATION:

Achievement of this ENDS statement will be demonstrated when:

a) The development of leadership skills is part of academic programming educational outcomes; and
b) Learners have opportunities to develop leadership skills outside the academic program in learner government, learner 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 learner government, learner organizations and athletics opportunities contribute significantly to development of leadership.

This is also reasonable because leadership development can be attributed to achievement in both curricular and co-curricular environs.

DRAFT 2027 INTERPRETATION:

As CEO, I interpret “have opportunities to develop leadership skills” to mean that Jackson College provides intentional and accessible experiences, both within and outside of academic programs, through which students may build and practice key leadership competencies; I interpret “leadership skills” as a set of behavioral and interpersonal competencies that enable individuals to influence, guide, and collaborate effectively with others toward shared goals. These include, but are not limited to: time management, accountability, effective communication, initiative, prioritization, problem solving, motivation, resilience, and relationship-building.

Quantitative Indicators of Achievement:

- At least 75% of academic programs will include learning outcomes or course-level experiences that provide students with opportunities to develop one or more leadership-related competencies.
- At least 75% of all students will have access to at least one documented co-curricular leadership opportunity annually, such as student government, clubs, athletics, peer mentoring, or leadership workshops.
- A minimum of 30% of credential-seeking students will engage in one or more structured leadership development experiences prior to program completion, as tracked through institutional participation records.
- Students participating in structured leadership opportunities will show growth in at least two targeted competencies, with at least 75% of participants demonstrating improvement through validated rubrics, reflections, or pre/post self-assessments.
- Student satisfaction surveys will show that at least 75% of respondents who participated in leadership development opportunities agree that the experience enhanced their leadership skills.

This is reasonable because it demonstrates appropriate tracking of our student success in both quantitative and qualitative metrics. It is also consistent with national practice with existing commissions.

2026 EVIDENCE:

a) On 09.01.26, the Academic Deans confirmed that leadership development remains embedded within academic and experiential learning across the College. Students practice leadership-related competencies through team-based assignments, clinical and technical experiences, internships, service learning, student presentations, and program-specific projects that require communication, accountability, problem solving, initiative, collaboration, and professional responsibility. In addition, Jackson College continues to support structured leadership opportunities such as Phi Theta Kappa and the Honors Leadership initiative, providing students with opportunities to develop leadership beyond the classroom.

b) On 09.01.26, academic leadership confirmed that students also have access to leadership development through cocurricular involvement, including student organizations, student government, intercollegiate athletics, peer and student leadership roles, and other campus engagement activities. These experiences provide opportunities for students to practice time management, accountability, communication, ownership, prioritization, resilience, relationship-building, and collaborative decision-making. The College is working to strengthen documentation of participation and learning outcomes so that future monitoring reports can more directly measure the extent to which these opportunities contribute to student leadership growth.

4.1.3 Learners experience a variety of cocurricular opportunities at the college including intercollegiate athletics and other activities which favorably impact the lives of the participants.

2026 INTERPRETATION:

I have interpreted this policy statement to mean that Jackson College should have a significant breadth of programming and activities that extend beyond the traditional classroom, including programs designed especially for learner residents.

This is reasonable because students have access to residence life, student life, athletics, and other similar programs that have a favorable impact upon persistence and completion of academic goals.

DRAFT 2027 INTERPRETATION:

As CEO, I interpret this policy to mean that Jackson College must offer a diverse range of cocurricular programs that extend beyond the traditional classroom and provide students with opportunities to engage, grow, and succeed through structured, meaningful experiences; I interpret "cocurricular opportunities" to include intercollegiate athletics, student clubs and organizations, leadership programming, residential life activities, service learning, wellness initiatives, and other structured experiences that complement the academic mission of the college; I further interpret "favorably impact the lives of the participants" to mean that these experiences contribute to student development, well-being, engagement, sense of belonging, persistence, and/or academic success. Participation is voluntary, but such opportunities must be readily available, inclusive, intentionally designed, and periodically assessed for effectiveness and relevance.

Quantitative Indicators of Achievement:

- At least 75% of students enrolled in on-campus or hybrid programs will have access to at least three distinct cocurricular opportunities annually, such as student organizations, athletics, residence life programming, or leadership development events.
- A minimum of 30% of credential-seeking students will participate in at least one cocurricular activity during their enrollment at Jackson College, as documented through institutional engagement records.
- Athletics participation data will show that at least 75% of student-athletes remain in good academic standing and persist term-to-term, demonstrating the positive connection between athletics and student success.
- Students living in campus housing will have access to a structured calendar of educational, social, and wellness programs, with at least 75% of responding student residents reporting satisfaction with the quality and impact of these activities.
- Student feedback surveys will indicate that at least 75% of responding cocurricular participants agree or strongly agree that their involvement contributed positively to their college experience and personal development.

This is reasonable because it demonstrates appropriate tracking of our student success in both quantitative and qualitative metrics. It is also consistent with national practice with existing commissions.

2026 EVIDENCE:

a) On 09.01.26, the Interim Dean of Student Achievement and Support confirmed that the that the National Junior College Athletic Association (NJCAA) eligibility requirements are based on academic performance and satisfactory progress towards degree completion. More years of participation require greater credit attainment, persistence, retention, and completion. This was verified per our Executive Director of Athletics and Student Life. The academic leadership confirmed that Jackson College continues to provide learners with a broad range of cocurricular and experiential opportunities that complement academic study. Academic programs also connect students to cocurricular and experiential learning through internships, clinical placements, industry engagement, service learning, and applied projects.

b) On 09.01.26, academic leadership confirmed that intercollegiate athletics remains an important component of the College's cocurricular environment and continues to operate within NJCAA academic eligibility and satisfactory-progress requirements. The 2025 monitoring report documented that student-athletes outperformed the overall institutional cohort in combined completion/transfer outcomes.

c) On 09.02.26, the Interim Dean of Student Achievement and Support confirmed that graduation rates for learner/athletes are higher than the rest of the institution when looking at IPEDs data with a 34% graduation rate and a 48% transfer rate. The VP, Student Achievement & Academics provided that the College is strengthening the connection between cocurricular participation and measurable student outcomes.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

BOARD-CEO DELEGATION: BCD-04 Monitoring CEO Performance

Subject: (Topic or focus for consideration)

7.0 Monitoring CEO Performance
7.2 CEO Monitoring Compliance & Policy Review Schedule

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

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

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

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Consideration of the CEO's compliance to date.

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

President/CEO Monitoring Report Compliance

Jackson College

Policy	Date Monitoring Report Presented	Presented as Compliant? Yes/No Partial	Deficient Items?	Expected Date for Full Compliance	Date Deficiencies corrected	Extenuating Circumstances	Board's Formal Judgement
EN – 01 (#1-3) Board's ENDS	8.10.26	Yes	8.14.23: Future monitoring of this report will reflect what *increase* there has been in the number of learners that complete degrees and obtain industry recognized credentials of value in the workplace.	n/a	n/a	n/a	Compliant 8.10.26
EN – 01 (#4) Board's ENDS	9.14.26	Yes	8.14.23: Future monitoring of this report will reflect what *increase* there has been in the number of learners that complete degrees and obtain industry recognized credentials of value in the workplace.	n/a	n/a	n/a	Compliant 9.8.25
EN – 01 (#5) Board's ENDS	10.13.25	Yes	8.14.23: Future monitoring of this report will reflect what *increase* there has been in the number of learners that complete degrees and obtain industry recognized	n/a	n/a	n/a	Compliant 10.13.25

President/CEO Monitoring Report Compliance

Jackson College

			credentials of value in the workplace.				
EL – 00 General Executive Limitations	8.11.25	Yes	n/a	n/a	n/a	n/a	Compliant 8.12.25
EL – 01 Treatment of Learners	10.13.25	Yes	n/a	n/a	n/a	n/a	Compliant 10.13.25
EL – 02 Treatment of Staff	10.13.25	Yes	n/a	n/a	n/a	n/a	Compliant 10.13.25
EL – 03 Planning	6.08.26	Yes		n/a	n/a	n/a	Compliant 6.8.26
EL – 04 Financial Conditions & Activities	11.03.25	Yes	n/a	n/a	n/a	n/a	Compliant 11.3.25
EL – 05 Asset Protection	6.08.26	Yes	n/a	n/a	n/a		Compliant 6.8.26
EL – 06 Investments	5.11.26	Yes	n/a	n/a	n/a	n/a	Compliant 5.11.26
EL – 07 Compensation and Benefits	1.12.26	Yes	n/a	n/a	n/a	n/a	Compliant 1.12.26
EL – 08 Communication & Support to the Board	11.3.25	Yes	n/a	n/a	n/a	n/a	Compliant 11.3.25

President/CEO Monitoring Report Compliance

Jackson College

EL – 09 Organization Culture	1.12.26	Yes	n/a	n/a	n/a	n/a	Compliant 1.12.26
EL – 10 Access to Education	2.16.26	Yes	n/a	n/a	n/a	n/a	Compliant 2.16.26
EL – 11 Mission-Support & Entrepreneurial Activity	3.09.26	Yes	n/a	n/a	n/a	n/a	Compliant 3.09.26
EL – 12 Land Use	4.20.26	Yes	n/a	n/a	n/a	n/a	Compliant 4.20.26

FY 2027 BOARD POLICIES REVIEW AND MONITORING SCHEDULE

ENDS & EXECUTIVE LIMITATIONS POLICIES REVIEW AND MONITORING SCHEDULE

Number	Policy	Method	Frequency	Date
EN-01 (#1-3)	Board's ENDS	Internal Report	Annually	August 2026
EN-01 (#4)	Board's ENDS	Internal Report	Annually	September 2026
EN-01 (#5)	Board's ENDS	Internal Report	Annually	October 2026
EL-00	Global Executive Constraint	Internal Report	At least every 5 years	August 2031
EL-01	Treatment of Students	Internal Report	Annually	October 2026
EL-02	Treatment of Staff	Internal Report	Annually	October 2026
EL-03	Planning	Internal Report	Annually	June 2026
EL-04	Financial Conditions & Activities	Internal Report	Annually	November 2026
EL-05	Asset Protection	Internal Report	Annually	May 2027
EL-06	Investments	Internal Report	Annually	May 2027
EL-07	Compensation and Benefits	Internal Report	Annually	January 2027
EL-08	Communication & Support to the Board	Internal Report	Annually	November 2026
EL-09	Organizational Culture	Internal Report	Bi-annually	January 2028
EL-10	Access to Education	Internal Report	Annually	February 2027
EL-11	Mission-Support & Entrepreneurial Activity	Internal Report	Annually	March 2027
EL-12	Land Use	Internal Report	Bi-annually	April 2028

GOVERNANCE PROCESS & BOARD-CEO DELEGATION POLICIES REVIEW SCHEDULE

Number	Policy	Method	Frequency	Date
Bylaws		Internal Review	At least every 5 years.	June 2026
GP-00	Global Governance Commitment	Internal Review	At least every 5 years	March 2032
GP-01	Governance Style	Internal Review	Annually	March 2027
GP-02	Board Job Contributions	Internal Review	Annually	April 2027
GP-03	Board Planning Cycle & Agenda Control	Internal Review	Annually	May 2027
GP-04	Role of the Board Chair	Internal Review	Bi-Annually	April 2028
GP-05	Role of the Vice Chair	Internal Review	Bi-Annually	September 2027
GP-08	Board & Committee Expenses	Internal Review	At least every 5 years	September 2032
GP-09	Board Code of Conduct	Internal Review	Annually	June 2027
GP-10	Investment in Policy Governance	Internal Review	Annually	April 2027
GP-11	Board Linkage with Ownership	Internal Review	Annually	February 2027
GP-12	Board Linkage with External Organizations	Internal Review	Annually	May 2027
GP-13	Special Rules of Order	Internal Review	Annually	January 2027
GP-14	Handling Operational Complaints	Internal Review	Annually	February 2027
GP-15	Handling Alleged Policy Violations	Internal Review	Annually	February 2027
BCD-00	Global Statement	Internal Review	At least every 5 years	April 2032
BCD-1	Unity of Control	Internal Review	Bi-annually	September 2027
BCD-2	Accountability of the CEO	Internal Review	Annually	January 2027
BCD-3	Delegation to the CEO	Internal Review	Annually	August 2026
BCD-04	Monitoring CEO Performance	Internal Review	Annually	August 2026
BCD-05	President & CEO Succession	Internal Review	Annually	May 2027
BCD-06	President Compensation	Internal Review	Annually	March 2027

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:

☐ Decision Request ☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

EXECUTIVE LIMITATIONS: EL-04 Financial Conditions & Activities

Subject: (Topic or focus for consideration)

8.0 Information Requested by the Board
8.1 Quarterly Financial Report

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

Linked for the Board's review is the quarterly financial report. On balance, we remain in keeping with our overall budget plan, with some minor variation due to timing of invoices and semester startup. I will provide a few highlights with respect to changes since the last quarter.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Receive the quarterly financial report.

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

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:
☐ Decision Request ☑ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board
Subject: (Topic or focus for consideration)
8.0 Information Requested by the Board 8.2 Administrative Personnel Practices Manual
Description: (Concise explanation of the issue, item, or proposal)
As requested by the Board on an annual basis, linked is the Administrative Personnel Practices Manual, perpetually available to the Board, via the Diligent Resource Center. This document is the guiding document for our work with College Administrators and establishes performance and compensation structures for these non-union colleagues.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Receive the Administrative Personnel Practices Manual.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:

☐ Decision Request ☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board

Subject: (Topic or focus for consideration)

8.0 Information Requested by the Board
8.3 College Feature: How Technology Improves the Human Experience – Foster Kusz

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

For this month's College Feature, the Board welcomes JC's Database Application Specialist, Foster Kusz, who will share aspects from his recent breakout session at the Fall 2026 Convocation, showing how Jackson College can preserve institutional knowledge, simplify employee training, support student achievement, and create greater consistency across departments. A practical demonstration will show how an employee's narration and on-screen actions can be transformed into step-by-step documentation that can be read by all.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Receive the College Feature and ask any questions of Foster Kusz.

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

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:	
☐ Decision Request	☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-03 Board Planning Cycle & Agenda Control

Subject: (Topic or focus for consideration)

8.0 Information Requested by the Board
8.4 Next Board Meeting Topics

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

This time has been set aside for the Board to affirm the agenda topics for the Board's next meeting (10.12.26 Regular Board meeting). Below are currently anticipated topics. Please feel free to offer other agenda items at this point on the agenda.

- Excellence Minutes: TBD
- Policy Review: EN-01 (#1-3) Board's ENDS
- Evidence Review: EN-01 (#5) Board's ENDS
- Evidence Review: EL-01 Treatment of Learners
- Evidence Review: EL-02 Treatment of Employees
- Interpretations Assessment: EL-03 Planning
- CEO Monitoring Compliance Schedule & Summary
- CEO Annual Contract Consideration
- JC & Foundation Audit Report
- College Feature: TBD
- Next Board Meeting Topics

Requested Board Action: (If any)

Review currently anticipated topics.

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

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:
☐ Decision Request ☑ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
GOVERNANCE PROCESS: GP-01 Governing Style
Subject: (Topic or focus for consideration)
9.0 Self-Evaluation of Governance Process & Board Performance at this Meeting 9.1 Principles of Policy Governance
Description: (Concise explanation of the issue, item, or proposal)
This time has been set aside for the Board, as part of our continuous improvement work, to assess the Board's work and commitment towards the Ten Policy Governance principles, as well as its governance practice. The URL link below will provide an overview of the Policy Governance principles that you can use for determining the effectiveness and efficacy of the Board's work both in terms of this meeting and in general governance practice. https://governforimpact.org/resources/principles-of-policy-governance.html **Enclosed are the results of the 06.08.26, 07.09.26, and 08.10.26 Board Meeting Self-Assessment Summaries.** **Hardcopies of the Policy Governance Self-Assessment form are provided for your completion at the conclusion of this meeting as well.**
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Define particular areas for improvement in the governance process.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

Jackson College
Board of Trustees

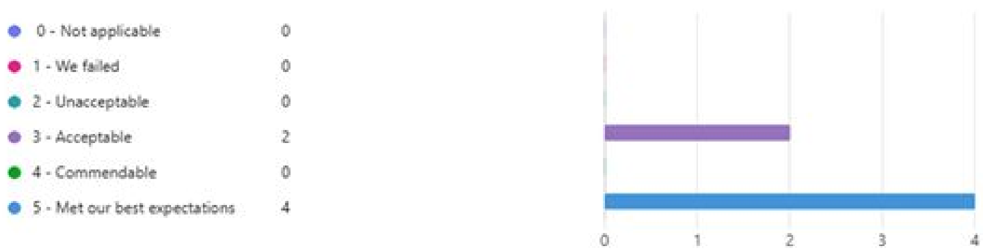
Board Post-Meeting Self-Assessment Report:

06/08/26 Regular Meeting

1. ***Number of Responses: 6 of 6 attendees***

2. ***Did our discussions and decisions at today's Board Meeting remain at the governance level and avoid operational interference?***

   Survey responses:

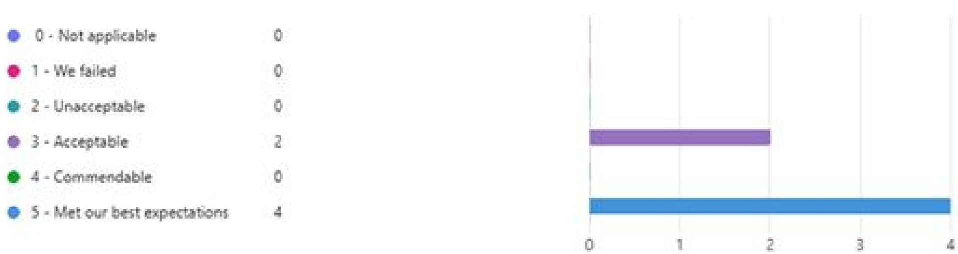


3. Comments:

   - *"Chair did a good job!"*

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

   Survey responses:



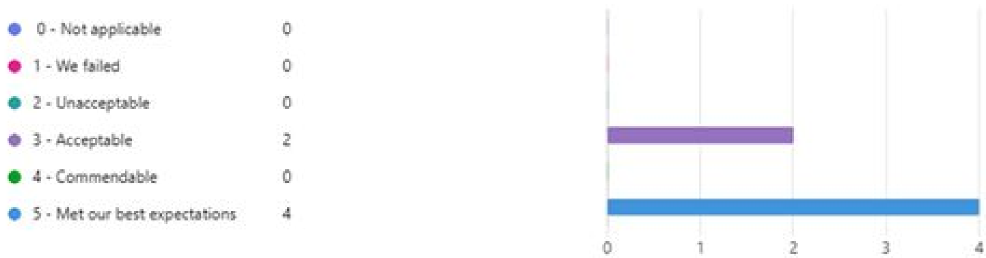
1

5. Comments:

    - *N/A*

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

    Survey responses:

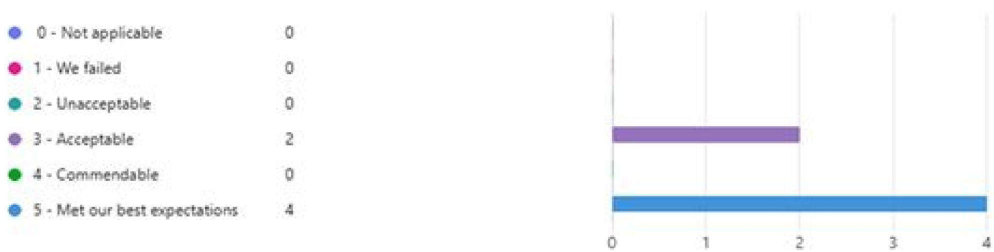


7. Comments:

    - N/A

8. ***Did our engagement today reflect our fiduciary responsibility and duty to represent the ownership, rather than personal interests or stakeholder pressures?***

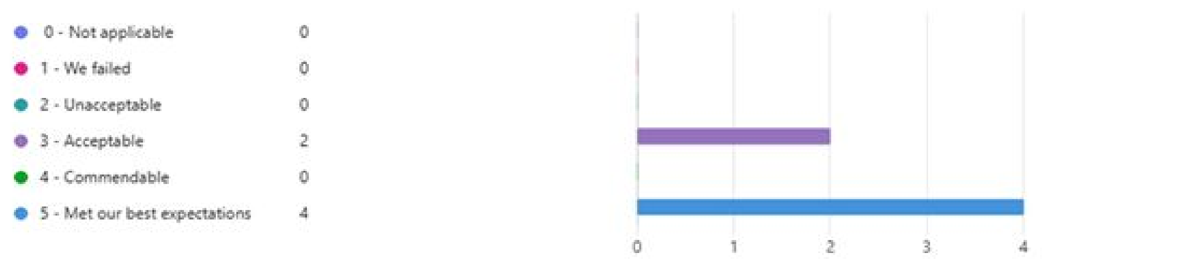
    Survey responses:



9. Comments:
    - *N/A*

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

   Survey responses:



10. Comments:

    - *N/A*

3

Jackson College
Board of Trustees

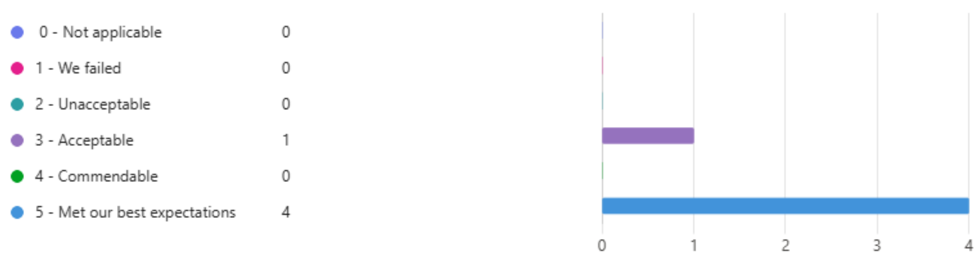
Board Post-Meeting Self-Assessment Report:

07/09/26 Regular Meeting

1. ***Number of Responses: 5 of 5 attendees***

2. ***Did our discussions and decisions at today's Board Meeting remain at the governance level and avoid operational interference?***

   Survey responses:

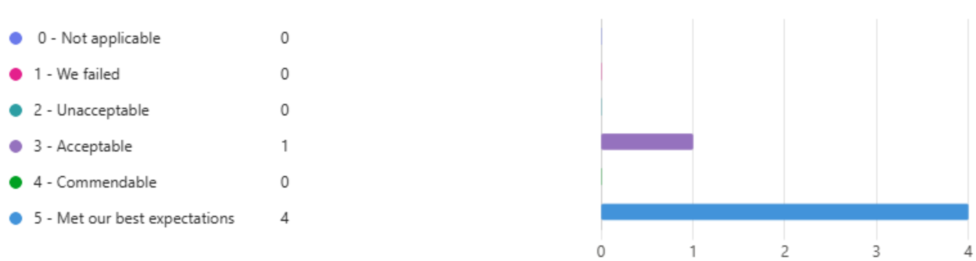


3. Comments:

   - *N/A*

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

   Survey responses:



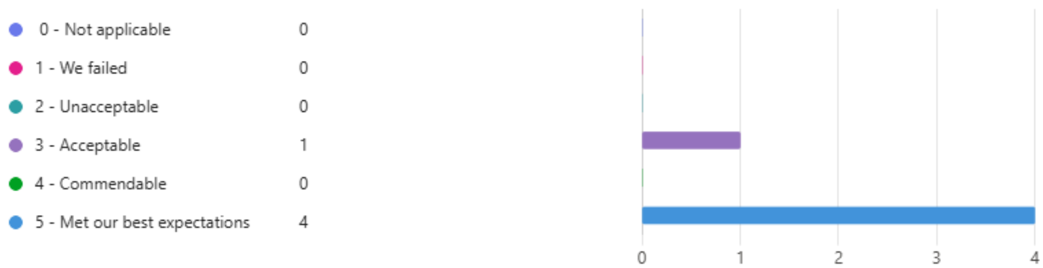
1

5. Comments:

    - *N/A*

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

    Survey responses:

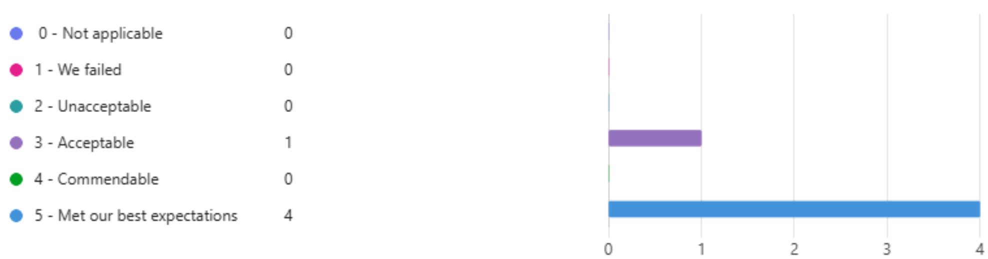


7. Comments:

    - N/A

8. ***Did our engagement today reflect our fiduciary responsibility and duty to represent the ownership, rather than personal interests or stakeholder pressures?***

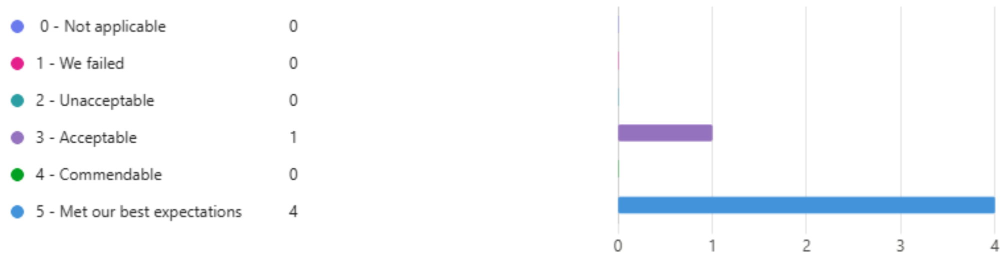
    Survey responses:



9. Comments:
    - *N/A*

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

   Survey responses:



10. Comments:

    - *N/A*

Jackson College
Board of Trustees

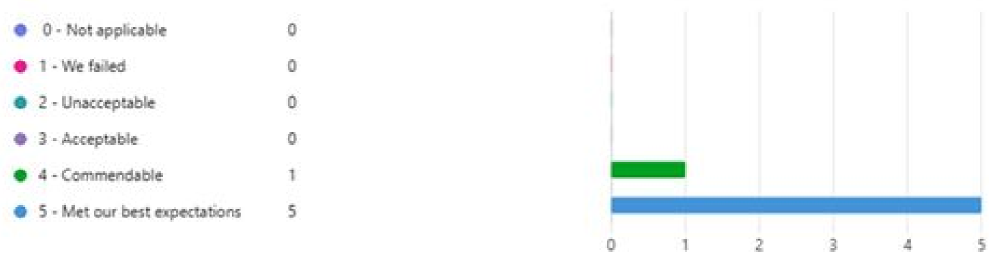
Board Post-Meeting Self-Assessment Report:

08/10/26 Regular Meeting

1. ***Number of Responses: 6 of 7 attendees***

2. ***Did our discussions and decisions at today's Board Meeting remain at the governance level and avoid operational interference?***

   Survey responses:

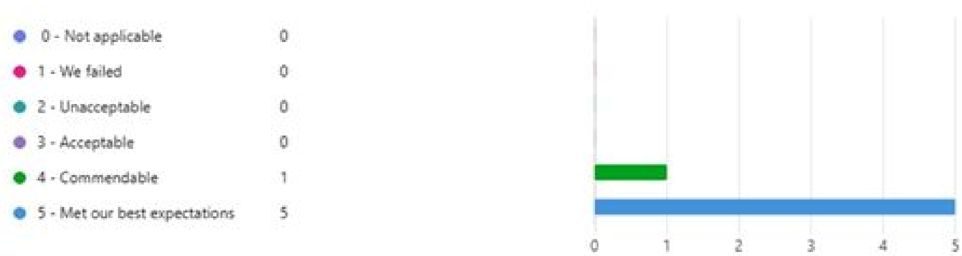


3. Comments:

   - *N/A*

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

   Survey responses:



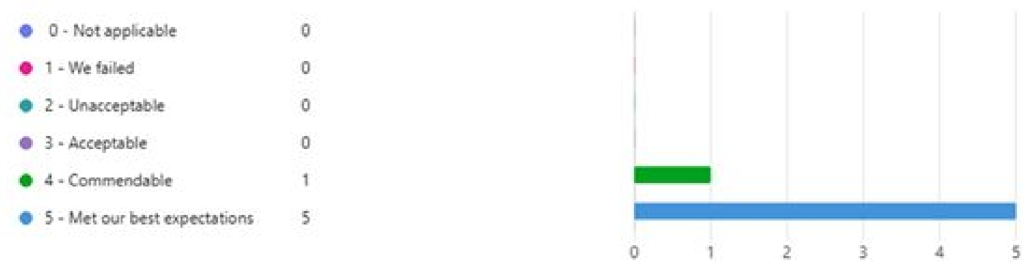
1

5. Comments:

   - *N/A*

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

   Survey responses:

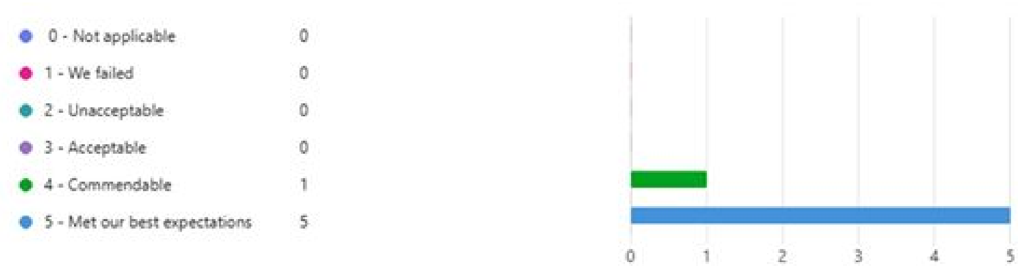


7. Comments:

   - *N/A*

8. ***Did our engagement today reflect our fiduciary responsibility and duty to represent the ownership, rather than personal interests or stakeholder pressures?***

   Survey responses:

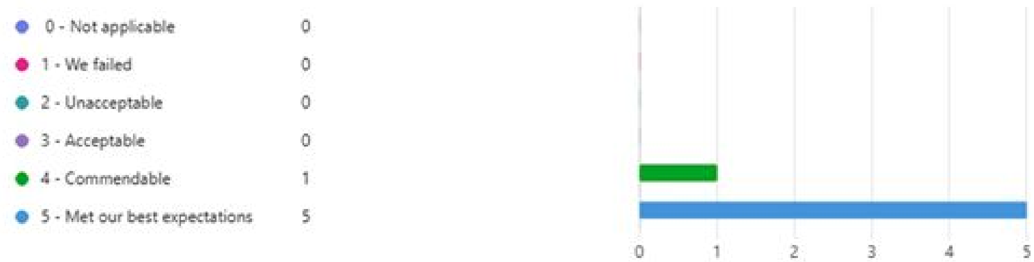


9. Comments:

   - *N/A*

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

Survey responses:



11. Comments:

- *Excellent meeting much needed discussion!*

3

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:	
☐ Decision Request	☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-01 Governing Style

Subject: (Topic or focus for consideration)

10.0 Meeting Content Review

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

This item on the agenda provides the Board the opportunity to give the Board Chair and the CEO feedback on the quality of the content provided during this Board Meeting. We would appreciate receiving suggestions wherein you would like to see changes made to future Board Meetings.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Consideration of areas for meeting content improvement.

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

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: September 14, 2026

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

Report Category:	
☑ Decision Request	☐ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)	
GOVERNANCE PROCESS: GP-13 Special Rules of Order	
Subject: (Topic or focus for consideration)	
11.0 Adjourn *	
Description: (Concise explanation of the issue, item, or proposal)	
Board action is required to adjourn the meeting.	
Resource Impact: (As applicable)	
None	
Requested Board Action: (If any)	
Meeting adjournment.	
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)	