

LAW OFFICES
ABBOTT, THOMSON, MAULDIN, PARKER, BEER & LINDSEY, PLC

WILLIAM M. ABBOTT
KEVIN M. THOMSON
KURT J. PARKER
BRENDON R. BEER
RICHARD C. LINDSEY, JR.
CHAD R. McDONALD

405 SOUTH JACKSON STREET
POST OFFICE BOX 450
JACKSON, MICHIGAN 49204-0450
(517) 787-8570
FAX: (517) 787-8571

OF COUNSEL:
CLYDE W. MAULDIN

October 16, 2023

Jackson College
Attn: Board of Trustees
2111 Emmons Road
Jackson, MI 49201

Re: CEO Response to Public Comment

Board of Trustees:

On Thursday, October 12, 2023, we were provided with a draft of Dr. Phelan's Response to Public Comment ("Response"). In reviewing Dr. Phelan's Response, we became concerned that some of the supporting data/documentation provided by Dr. Phelan met the definition of an "education record" contained within The Family Educational Rights and Protection Act, commonly called FERPA. Further, the education records contain "personally identifiable information," which FERPA defines as information which can alone, or in combination, allow a reasonable person in the school community to identify the student with reasonable certainty. 34 CFR § 99.3.

Under FERPA, Jackson College generally cannot disclose education records containing personally identifiable information to a third party unless the student identified has provided prior written consent. Given the timeline, obtaining prior written consent from the students identified in the educational records was not feasible.


With that said, we believe such records can be reviewed by the Board of Trustees pursuant to FERPA's "school official exemption." However, to protect the privacy rights of our students, the records containing such information will need to be reviewed and discussed only in a closed session of the Board of Trustees:


The Board of Trustees is permitted to meet in closed session for this specific purpose under MCL 15.268(1)(h). The records should not be taken out of the breakout room and members of the Board of Trustees should not discuss these records outside of closed session. In accordance with Board policy, a closed session for this purpose may not be called at the October 16, 2023 meeting because it is not on the Board approved agenda.

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Mr. Abbott will be available at the October 16, 2023 meeting of the Board of Trustees to provide additional guidance if needed.

Sincerely,


William M. Abbott


Brendon R. Beer

BRB:ty

cc: Daniel J. Phelan, President
John M. Crist, Chairperson of Board of Trustees



CEO RESPONSE TO PUBLIC COMMENT

OCTOBER 2023

Per the Board's request, I offer the following in response to public comments shared at the August 14, September 11, and September 25, 2023 Board Meetings.

Dr. Daniel Phelan
CEO & President, Jackson College

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REPORT ORGANIZATION

Per the Board's request, I offer the following report in response to public comments shared at the August 14, September 11, and September 25, 2023 Board Meetings.

The report is organized by public comment themes as outlined in the table of contents on the previous page. This was done to focus my responses while still addressing each public comment. Each thematic section begins with transcriptions of public comments reasonably applicable to that theme, followed by my response. Please note that each public comment offered at the three board meetings is present in this report, in its totality, though it may be divided up into different themes.

I am addressing public comment themes as fulsomely as the situations allow. There are public comments throughout this report that have not been offered as formal written complaints (outside of the verbal public comment) with appropriate detail such that understanding can be fully realized or investigations can occur. For this reason, my responses may not directly address all public comments, but the comments are all included here as acknowledgement that they have been recorded, heard, and will be perpetually referenced as the College and I seek to do our best in the love, care, and service of our students, employees, and community.

Before reading further into the report, please first review the Limitations of Disclosure statement from the Board's legal counsel below.

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FAX: (517) 787-8571

OF COUNSEL:
CLYDE W. MAULDIN

October 13, 2023

Via email: dphelan@jccmi.edu

Dr. Daniel J. Phelan, President
Jackson College
2111 Emmons Road
Jackson, MI 49201

Re: Board Disclosure Letter

Dear Dr. Phelan:

You have asked our firm to provide you with legal guidance relative to the distribution of college records to the Jackson College Board of Trustees. Most Jackson College records can be provided to the Board of Trustees without concern. However, one area where concern does arise is determining whether to provide the Board of Trustees access to student information. The Family Educational Rights and Protections Act, commonly called FERPA, governs the analysis of this question.

FERPA is a federal law that, among other things, protects the confidentiality of student records. With limited exceptions, FERPA requires signed and dated written consent from a parent or eligible student before a school can disclose personally identifiable information from the student's "education records." 34 CFR § 99.30. Education records include any records that directly relate to a student and are maintained by an educational agency or institution. *Id.* Personally identifiable information includes information which can alone, or in combination, allow a reasonable person in the school community to identify the student with reasonable certainty. 34 CFR § 99.3. For a board member to access student records that include personally identifiable information, written consent is required unless the disclosure falls under one of the narrow exceptions. In this context, the most relevant exception would be the "school official exception."

FERPA provides several limited exceptions to the requirement that written consent be provided before a school can disclose personally identifiable information from an education record. Under the school official exception, disclosure is permissible to other school officials so long as the school official is acting with legitimate educational interests. For purposes of FERPA, a board member is a school official. To be eligible for the school official exception, a

Dr. Daniel J. Phelan, President
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board member can only access education records containing personal identifiable information for which there is a legitimate educational interest.

On its face, this may seem like a low threshold. However, in practice this standard is usually stringent. The Department of Education advises that, generally, a school official “has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.” This standard has the approval of the Department of Education and appropriately protects student records from unnecessary exposure. When applied, this standard usually excludes board members from being eligible for the school official exception. Given the usual responsibilities of board members, in most instances it is unlikely that the member would need to review an education record to fulfill his or her professional responsibility.

An example of when a board member would have a legitimate educational interest to access student records would be when a student appeals a disciplinary action. In this context, a board member, in order to fulfill his or her professional responsibility, would most likely need access to specific education records related to behavior and discipline. However, this educational interest probably would not extend to all the student’s records.

Examples of when a board member would lack a legitimate educational interest to access student records would be (a) when a board member wishes to access security incident reports that include names or other personally identifiable information; or (b) when a board member wishes to access a student’s health records. It is difficult to think of a situation where a board member would need to access such records to fulfill his or her professional responsibilities.

A determination of whether the Board of Trustees should be provided with student records will need to be made on a case-by-case basis. You will need to determine whether the Board of Trustees needs to review the student records to fulfill its professional responsibility.

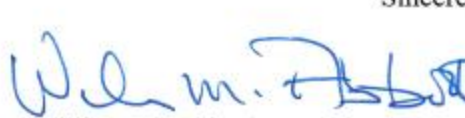
Having addressed the FERPA related issues associated with disclosure of records to the Board of Trustees, we will now address how the Board of Trustees should conduct its review of student educational records, when a determination is made that disclosure of said records to the Board of Trustees is appropriate. The Michigan Open Meetings Act permits the Board of Trustees to meet in closed session to consider material exempt from discussion or disclosure by state or federal statute. See MCL 15.268(1)(h). This exception would allow the Board of Trustees to meet in closed session to review educational records exempt from disclosure by FERPA. The Board of Trustees should meet to review student educational records protected by FERPA in closed session.


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Finally, in providing records to the Board of Trustees, be aware that most documents, specifically those not exempt from disclosure pursuant to state or federal statute, are subject to Michigan's Freedom of Information Act (FOIA). Therefore, expect most records provided to the Board of Trustees to be requested by individuals and media in attendance pursuant to FOIA following conclusion of the meeting.

Obviously, we are prepared to assist you in evaluating when/if to provide records to the Board of Trustees. Our counsel and expectation is that you will request an opinion of counsel before sharing any record potentially protected from disclosure by FERPA with the Board of Trustees. Please let us know if any further questions or concerns relative to this issue.

Sincerely,


William M. Abbott


Brendon R. Beer

BRB:ty

PUBLIC COMMENT THEMES / CEO RESPONSES

Treatment of Learners

Ready Set Jet (RSJ)-Summer Bridge Pilot Program

RSJ Advocacy

Applicable Public Comments:

- Monica Pierce (Learner Parent) – 8.14.23:
“Dharyayna, along with others, had an issue, last week, with a promise that was made to them in regards to the Ready Set Jet program. And they felt they didn't have an adult support, so they contacted me so I could come out and support them and a meeting. And in that meeting, we had Cindy Allen, Joyce Dunbar and Kelly Crum. And I would like to say thank you to Cindy and Joyce, Kelly, and I believe at one meeting Keith was present as well. So thank you for being available to meet with the students.”

I'm pleased to hear that the promise to the Ready set Jet mentors will be upheld. In the Bible, Nehemiah was faced with a mountain of an obstacle. He discovered that his homeland was in a state of turmoil and disarray. And he was passionate about that homeland, and he loved it dearly, and he decided to confront the facts as he was a man of great faith and of great action. I feel the mentors embody those same characteristics of Nehemiah and should be praised for their courage to speak up. So I want to say, “thank you,” to them as well. We're not ignoring what they felt to be an injustice.”

“Again, I say thank you to everyone who was involved in making the needed changes, so I'll hold the complete promise to the mentors of the ready set jet program, as these mentees, the mentees in the program, will continue to benefit as well, thank you.”

- Kelly Holden-Selby (Learner Parent) – 8.14.23:
“And then when the program is over, I witnessed my son. And he's a great kid. Not because he's my kid. Not because he's my child. He's a 3.96 student who has, you know, made leaps and bounds in five and a half weeks. So I know that program was instrumental. I know those Mentors were instrumental.”
- Kelly Holden-Selby (Learner Parent) - 9.11.23
*“I initially came tonight as a follow up. I was here last month and I voiced some concerns about, A) that the Ready Set Jet program be cancelled and B) the security. And hearing some of these stories, a mother of a black son, my heart. And I left last month asking what are we going to do? Whose fault is it? I just prepared a small speech. Actually questions regarding the feedback from what I presented last month, and I hear this. And again, I'm sorry. It's time that that Jackson College listens.
But what I did have prepared, I said this is just a follow up from last month board meeting seeking to hopefully gain knowledge of the rationale behind cancelling the Ready Set Jet program so abruptly.*

I'm hopeful that in today's meeting that the two concerns that I shared are not directly related to one another, meaning I hope that the cancel cancellation, cancellation of the Ready Set Jet program with maybe the security. I hope they're not related. Meaning, I hope that credit was not given to any report that that campus security gave because there obviously were some

perceived failures of the Ready Set Jet program. Because, my grandmother used to tell me, "Sometimes perception can be deception." And you have to be mindful of that. Did you take a look at everything as a whole? Something is to be said, if you have such a consensus, just here in this room tonight."

- Dharyayna Pierce (RSJ Mentor) – 8.14.23:
"I am a mentor at the Ready Set Jet program and I'm just here to say thank you to those who help all of us mentors get our jobs back the last few days."
- Jidah Washington (RSJ Mentor) – 9/11.23:
"I'd like to share with the board, how the Ready Set Jet program really helped me able to blossom as an RSJ Mentor last year. I originally wasn't going to attend this college, but was going to go to another one. But, when I was told about the program, me and my brother that also goes here, knew that that we couldn't pass up the opportunity. My brother was not able to be here today, but he was also a mentee last year. After him going to a different college that wasn't a good fit or connecting, he came here and he excelled and passed on the purpose."

And by the time of the Ready Set Jet Program this year, I was excited for knowing that there were going to be students that have the same opportunity as us to succeed. But before the program I was actually in the process of becoming a resident mentor, instead. But then after thinking about it for a long time, I decided to be a mentor for the RSJ program because I knew the impact it would, it made on me and others.

We were able to succeed academically while also having fun with activities we did and making connections with people that were brought in like Mayor Mahoney, attorney George Lyons and more. After being poured into, I knew I wanted to be the leader that was spilled into me and a role model for the new incoming students. And so as I said, it reflects on how great the program was that we're to know that the future students will have the same opportunity. When sometimes an opportunity is all it takes."

- Kaija Rose (RSJ Mentor) - 9.11.23:
"I'm here to also talk about my experience with the RSJ program. I was a graduate of 2020, which was COVID year. So you know, everything was shut down. You know, I wasn't really looking forward to going to a college but then I heard about the RSJ program, so I'm like, hmm, let me give it a try."

Gave it a try and it was amazing. With the RSJ program, it gives you so many connections that I thought I never would have. Like, I got real close with the Mayor of Jackson, Mr. Mahoney, and worked with him and it's awesome."

In RSJ program, we always have somebody pouring into you, pouring into you every day. The leaders of the RSJ program always have somebody coming in and talk to us. It's just not always just about our education. We also have education, learning opportunity, different things and pathways with the RSJ program. Also, my brothers are graduating next year and I really wanted them to, you know, experience what I experienced because we from where we come from, we come from Detroit, there's not a lot going on down there. I really wanted them to experience it and me becoming a mentor this year and now I love going to the, the, the kids I mentor now, giving them the knowledge I gained when I first got here and I really, really hope I can do it next summer, because I love it."

- Sabria Tolbert (RSJ Mentee) - 9.11.23:

"And I don't want to leave because during RSJ, I really gave RSJ a chance because my GPA wasn't too good. So when I heard that RSJ could help me with my GPA, I decided to come.

And so, the people from RSJ, I have connection with them. For, to hear that they want to end RSJ? It's kind of sad because it kind of really helped me a lot. And that's all I have to say."

- Devin Eubanks (RSJ Mentee) - 9.11.23

"I went to RSJ a little bit today, this summer. It helped me out a lot. During the summer, I learned the way around the college, it was very helpful. I'm booking my classes now. Finally, just asked on a team, just like I was in high school. For the smooth range of motion, I really appreciate the staff.

But the program really helped me out a lot. I was sad to hear it go. Because for me, being a Jackson student in high school, not being the best, it really helped over the summer and really helped and I gained extra credits. I gained a little bit of knowledge. It was wonderful, I had fun. I'm with friends and teachers. I got to met people from different cities. I was one of only a couple Jackson students the other day. And I'm really going to be sad to see it go. That's what I've got to say."

- Shailynn Walker (RSJ Mentor) - 9.11.23

"During that intense Ready Set Jet mentor training, they brought in several individuals that were trained in certain periods. Nicoya Wetherspoon came to educate us on mental health. John Willis talked about mentoring one-on-one and Professor Francis talked to us about Microaggressions. Having these people come in and speak was extremely beneficial to us mentors. Bringing those mentor in allowed us to have hands-on training to make sure we were all properly trained and allowed us to become a better person in the leadership role we were taking on.

By taking away this program, it opens the door for more negative things to occur on campus through to a lot of new students coming in and get, not getting the guidance they needed that the Ready Set Jet program provided. I would love to know why the members of the board decided to discontinue such a helpful program that helps students get the resources and guidance they needed to get on the path to be successful?"

- John Willis (Jackson Community Leader) – 9.25.23

"I will start out the recent decision to change the Ready Set Jet program. This program is pivotal in supporting disadvantaged minority students. The initiative achieved a remarkable success rate exceeding 90% and played an essential role in the public student's transition from high school to college life.

As academics, I know you value data-driven decision making. Ready Set Jet demonstrated exceptional results. It is shocking that such an exemplary program experiencing some minor issues would be replaced without a comprehensive analysis or explained rationale."

CEO RESPONSE:

Firstly, the Ready Set Jet (RSJ) program has *not* been discontinued. Below is the history, present state, and future for the RSJ program.

As I have shared with the Board of Trustees previously, the RSJ began 5 years ago as a summer bridge program, particularly focused, though not exclusively, on underserved students, with a poor academic history. The intention was to have the RSJ program offered in the summer, while students lived in residence and took specific courses wherein, they would likely be successful, build their GPA, and grow their confidence with college-level work, so that when they took additional courses in the fall semester, they might be more likely to succeed. Additional structures, such as student activities and projects, compulsory residence hours, and volunteerism were incorporated so as to provide for a good foundation of college and life preparation. Further, having a high GPA during the summer bridge program allowed them to live in campus residence, given that there is an academic threshold for living on campus. Through the summer bridge program, and in the follow-on semesters, they were provided with various supports, including RSJ Peer Mentors, community mentors, as well as other College-provided wraparound support services to help students achieve academically.

For the years we have offered this RSJ summer bridge program, these are the specific courses students have taken:

RSJ Cohort	Courses Taken				
Summer 2023	ENG-091	ENG-131A	MUS-131		
Summer 2022	ENG-086	ENG-091	ENG-131	MUS-131	
Summer 2020	ENG-086	ENG-091	COM-231	SEM-140	
Summer 2019	ENG-086	COM-231	MAT-040	MAT-130	
Summer 2018	ENG-086	ENG-091	ENG-131	COM-231	

Course Key:

COM 231 Communication Fundamentals
 ENG 086 (developmental/non-transferable credit) Active Reading
 ENG 091 (developmental/non-transferable credit) Intro to College Writing
 ENG 131 Writing Experience
 MAT 040 (developmental/non-transferable credit) Quantitative Reasoning Fundamentals
 MAT 130 Quantitative Reasoning
 MUS 131 Understanding Music
 SEM 140 Seminar in Life Pathways

Upon initial review, the academic success data for students who participated in the RSJ Summer Bridge Program suggests a good academic outcome by participating in the program, but it is important to recall that this is for the aforementioned specific courses, some of which are not at a collegiate level. Further, as noted in the table below, student academic performance in the following fall semester was poor (note the course key on the left side):

RSJ SUCCESS

02

Courses where RSJ students Unsuccessful (Top 15)				
Course	Unsuccessful	Successful	RSJ Total	Course Success %
SEM-140	53	76	129	59%
ENG-132	41	11	52	21%
MAT-040	36	29	65	45%
MAT-130A	27	8	35	23%
MAT-130	25	14	39	36%
PSY-140	23	28	51	55%
MAT-033	22	7	29	24%
MAT-133A	22	3	25	12%
BIO-140	16	3	19	16%
COM-231	13	44	57	77%
HIS-211	13	21	34	62%
MAT-133	11	4	15	27%
ENG-131	10	31	41	76%
ENG-131A	9	93	102	91%
HUM-131	9	19	28	68%
PLS-141	9	6	15	40%

- Students are less successful in Math and English courses that are not run during the first Ready Set Jet term.
- Recommendations were made last year to increase the length of the program, challenge the RSJ students more, and dive into how to become a successful college student.

These data that show subsequent student performance in the fall semester, following the RSJ Summer Bridge program, despite providing free housing, a free meal plan, and paid peer mentors (i.e., other students who also receive a wage for mentoring and providing student support), does not have a sustainable academic impact such that students are able to maintain their GPA performance as they did during the RSJ Program. In some cases, as in Math and Biology course success by RSJ students fell to 12% and 16% respectively.

One way we may define success of RSJ is the Summer to Fall persistence rate. As a program designed to facilitate students' transition into their first Fall semester, the 93% average Summer to Fall persistence rate showcases achievement of this goal.

Short-term Success

RSJ Entry Cohort	Number of Students	Persistence to Fall Term	Retention to Spring Term	Retention to Next Fall Term	RSJ Term Average GPA
Fall 2018	13	N/A	81.8%	27.3%	2.72
Fall 2019	32	N/A	76.9%	26.9%	2.28
Summer 2019	20	90.0%	80.0%	45.0%	2.93
Summer 2020	21	95.2%	42.9%	19.0%	3.3
Summer 2022	37	95.2%	77.8%	56.3%	3.47
Summer 2023	45	91.0%			3.24
Averages		92.9%	71.90%	34.90%	2.99

When we define success in a larger scope, beyond achievement in the first semester, the longitudinal view of RSJ data highlights areas for improvement.

Longitudinal Look

RSJ Entry Cohort	Number of Students	Transferred to another Institution	Completed from Jackson College	Removed 23/SUM	Financial Aid Suspensions	Enrolled in 23/FAL
Fall 2018	13	9			1	
Fall 2019	32	11			8	1
Summer 2019	20	8	3		5	
Summer 2020	21	2	1		5	1
Summer 2022	37				7	20
Summer 2023	45			2		40
Grand Total	168	30	4	2	26	62
		17.9%	2.4%	1.2%	15.5%	36.9%

Compared to the broader campus population, RSJ retention to their second Fall term is significantly lower than the average Fall to Fall retention rate for all students (47.04%). RSJ students also experience lower rates of transfer (overall average is 29.18%) and completion (overall average is 12.62%).

These overall campus averages were based on data as of October 3, 2023, comparing similar cohort definitions from 2018-2023.

Leading and Lagging Indicators

Primary points of concern in our RSJ data are our lagging measures of completion and transfer. We note this in completion and transfer rates of these cohorts as well as the leaver rate. The leaver rate refers to students who have not re-enrolled, graduated, or transferred,

and who have not been suspended from financial aid eligibility. One third of our RSJ students can be classified as leavers.

RSJ Entry Cohort	Number of Students	Leaver Count	Leaver Rate
Fall 2018	13	4	31%
Fall 2019	32	14	44%
Summer 2019	20	5	25%
Summer 2020	21	13	62%
Summer 2022	37	11	30%
Summer 2023	45	3	7%
Grand Total	168	50	33%

These data points highlight the benefits of a summer bridge program, as well as strengthen an argument for wholesale change of our current design.

Early momentum, short-term success is found within the RSJ program. Long-term challenges and areas of improvement are *also* identified. Expanding the scope of the summer bridge program would provide an opportunity for more students to be empowered to succeed in their academic pursuits.

Given the performance in the RSJ summer bridge program over the 5 years of this pilot program, when more fully considered in light of RSJ student academic performance in fall and subsequent semesters, it is clear that the program, as currently constructed is in need of refinement for better student outcomes, which is what I had noted to the Board of Trustees, and to RSJ program staff previously.

In my view, one of the most significant challenges has been that this RSJ Program has operated, largely independently of the academic side of the College. This has created particular challenges for the Multicultural Center staff in terms of time, skill sets, staffing levels, recruitment, retention, coordination and communication. This is why, as I have shared with the Board and with the Multicultural Center staff that the program will be administered by the Student Services and Academic departments of the College, as they have great skill, process, and success in this work. That said, the Multicultural Center will be heavily involved to help recruit and support students in the RSJ Program going forward in FY '25 and beyond.

Further, I initiated discussions with our Institutional Research and Effectiveness Office, and our instructional areas, to help think differently regarding the RSJ summer bridge program, such that it is not only expanded to also support commuter and online students, but also to reconsider the structure and design of the program so as to ensure better academic success for students in the subsequent fall semester and thereafter. To continue the RSJ program, as it is currently designed, in my judgement, would be irresponsible.

I authorized the hiring of a former employee, with particular expertise in student academic preparation, to assist us in determining how best to hard-wire student success into the RSJ program, and long-term, while still maintaining a 'cohort-based' approach for students in residence halls, online, and those that are commuting.

For a sense of the RSJ funding that has been provided historically, please see the below chart. This reflects not student charges, but scholarships/grants/funds provided in each cohort. The 23/SUM cohort came primarily from the state grant, but we applied some funds there as well, and are completely supporting this Fall's cohort of RSJ mentees and mentors.

Funds Source	Fall 2018	Fall 2019	Summer 2019	Summer 2020	Summer 2022	Summer 2023	Fall 2023
Federal	\$29,805	\$66,427	\$38,097	\$50,642	\$96,960		
Jackson College			\$26,959	\$6,500	\$12,637	\$4,171	\$66,044
Loans	\$29,462	\$68,822					
Other	\$3,144	\$2,968.	\$2,500				
State	\$6,668	\$43,460	\$21,114	\$17,384	\$54,384	\$150,471	
Grand Total	\$ 79,080	\$181,677	\$88,670	\$74,526	\$163,981	\$154,642	\$66,044

You will recall that the State of Michigan no longer permits the use of pure developmental education courses to be paid for using state aid funds. Additionally, such practice would also drain a student's federal financial aid without giving them sufficient post-developmental college credit runway to have the sufficient funds to complete their future college degrees.

Consequently, we are currently reimagining how we might be able to provide for college-level preparation for at-risk students. It remains my hope that we will have an improved and revised approach for the RSJ summer bridge program and following academic terms ready to stand up by next summer. Ready, Set, Jet! (RSJ) began as a runway to assist academically under-prepared, recent high school graduates in their transition to college. The five-and-a-half-week program has provided academic preparation, early exposure to college life, built peer networks and mentorship, and aimed to boost students' self-esteem while setting realistic expectations of academic rigor and effort need for success.

Summer Bridge Redesign: Recruitment, Retention, and Continued Support

We are in the process of designing a revised Ready, Set, Jet! Program that maintains the integrity and intention of a summer bridge program – to aid recent high school graduates in the transition from high school to college.

In addition to the summer bridge, we would strengthen our programming that provides additional support for online learners, non-traditional students, commuter students, and housing students.

We recommend a three-tiered approach:

Summer Bridge	College Ramp-up	Housing Orientation
---------------	-----------------	---------------------

Summer Bridge (RSJ)

- Academic coursework consisting of 7 credit hours
- 5-6 weeks long
- Students would be eligible for financial aid and to live in housing. Living in housing would not be a requirement of the program.
 - Fall eligibility for housing would be contingent on success of the Summer semester.

- Designed for students who could gain from support in academic preparedness, social integration, college readiness, and improved confidence. There is no required GPA for eligibility, though students would need to be able to place into and benefit from the English co-req, based on current assessments and multiple measures.
 - 2 cohorts of 24 students
 - ENG 091 Intro to College Writing (3 credits)
 - ENG 131A Writing Experience I (3 credits)
 - FYS 110 Lifemaps (1 credit)
 - This course has been successfully implemented into the Jackson County Early College. Lifemaps helps create college-going and help-seeking behaviors that lead students to success. This course also aids in career exploration and program selection.
 - Taught by faculty and would include a peer mentor (staffed as an SI leader). Faculty and peer mentor would work together with their cohort of students on coursework, study time, and co-curricular activities.
 - Faculty and peer mentor would also help students make connections with other mentors on campus and in the community.
- Throughout the program, students would work closely with their Student Success Navigator, program faculty and peer mentor, and their resident mentor (RM, for students living in housing).
 - Co-curricular programming would include seminars and presentations in finances/budgeting (including loan debt awareness and financial literacy); time management; study technics and learning style; mental health awareness and support; campus and community resources. We would seek speakers and experts from the local community and our campus community to conduct the seminars and presentations.
 - Many of these resources already exist as College Catch-up Workshops run through the Center for Student Success.

College Ramp-up

The co-curricular aspect of the Summer Bridge program would be offered to additional cohorts of students outside those eligible for the bridge. This expands support to online students and non-traditional students who do not need the same academic coursework as included in RSJ.

These students would spend time ‘ramping up’ in the summer to prepare for a successful Fall start.

Students would work with their Student Success Navigator to identify workshops to participate in. These may include supports in academic refreshers (math, English/research), technology and platforms, mental health awareness and support, and additional college-going and help-seeking behaviors.

Support workshops may be available throughout the academic year and can be based on identified needs and trends in student outcomes and qualitative feedback.

Housing Orientation

- Program title ideas:
 - SOAR (support, outcomes, accountability, relationships/readiness)
 - CORES (campus orientation for resident engagement and support) or CORE
 - ASPIRE (accountability, support, partnerships, individual growth, and responsibility)

We would design a 3-day housing orientation for all new residents. Orientation would include components of campus resources, team building/peer connections, leadership, and college success. Important campus housing policies would also be presented.

This orientation program would provide students an opportunity to become acquainted with campus life, resources, and their housing peers prior to courses beginning. Resident mentors would arrive on campus two days before residents' orientation and go through training on campus resources, housing policies and enforcement, bystander training, and mental health awareness and support.

This three-tiered approach is underpinned by an academic recovery process facilitated through the Student Success Navigators. The academic recovery program offers one-on-one intervention and academic advising to help students identify their strengths and weaknesses, set academic goals, and develop a personalized plan for improvement. By providing the necessary support and intervention, the academic recovery program can help prevent students from dropping out or being placed on academic suspension (or get them out of suspension if already on it), ultimately improving retention and graduation rates for the institution.

Treatment of Learners

Ready Set Jet (RSJ)– Summer Bridge Pilot Program

RSJ Administration

Applicable Public Comments:

- Jidah Washington (RSJ Mentor) – 9.11.23
"I would like to share the fact that I was at the program overview and student orientation. Where I heard the leaders of the program stress the curfew to the students and us mentors, even through the confusion that grew from security and others not knowing the true curfew times."
- Precious Shurn (RSJ Mentor) - 9.11.23
"I can definitely start off by saying there would not be no RSJ program if it wasn't for Mr. Breedlove, Ms. Brenda, and I can appreciate Ms. Crum. They took it upon themselves to make sure we as Mentors was on our game and made sure the students were on their game and I bet all of them at first would agree that the leaders of the program was on our heads and we had so many late nights where Mr. Breedlove and Ms. Brenda will come to our dorms just to check on the students wellbeing. Mr. Breedlove did his very best to handle, handle the students in every situation accordingly. And I have the messages, the proof from the RSJ's mandatory group chat.

And you can clearly see, Mr. Breedlove will call mandatory meetings about anything pertaining to the students and making sure the students will get up for their class and with all of our belongings. And on top of that, Mr. Breedlove had demonstrations for the students that provided structure by having them go to the math workshop CSS for tutoring and principle engagement session and I cannot stress this enough, that Mr. Breedlove did not play when they came to their students in the program. He will come up to the door and knock on their doors and make sure the students will go to class and would even go to the test to make sure everybody was present.

He always checked on us always to make sure the students were there at night and Miss Brenda will always check on us and make sure the kids have everything that they needed and when they came to us, mentors, Mr. Breedlove would call meetings about policies, curfews, with students; making sure we knew everything, which we did. And the messages you can see, the students have a set time for mostly everything when it came to our weekly cohort."

- Shailynn Walker (RSJ Mentor) - 9.11.23

"I'm here to also speak on behalf of the structure of the ready set jet program. And I was a mentor for over this summer. Before being trained as a mentor, I was unsure of what was expected of me, since I've not been in the leadership program prior. I would like to start off by saying Mr. Breedlove and Ms. Brenda live up to their expectations on mentoring us. They're the leaders we need to speak to make this program successful."

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- Kelly Holden-Selby (Learner Parent) - 9.11.23

"Mr. Breedlove, I can tell you this: This man has consistently poured into my son. Since the 7th grade, the 7th grade, not when he's ready to come to college, but the 7th grade. That's called longevity. That's called consistency. And not only my son, but I seen have witnessed him pour into other young men and women. From middle school age while raising a family, this man just had a baby. If I'm correct, that's his family. He's still pouring into these children, taken away from his home. This man has encouraged not only Tyler, but other students, to attend JC. Because of the family environment, because of the opportunities and they entrusted him because of who he was."

I hope that we did not make a mistake. Tyler had been accepted into many universities and colleges based on his GPA. And he won't want me to acknowledge what that is. He was accepted into many, but he chose JC. Not because of who the president is, not because who the board is, not because it's close to home. But he did it based on the trustworthiness, the honesty, the integrity, the relationships that he has with people like Mr. Breedlove, Kelly Crum, both individuals that this university has taken advantage of and also minimized their importance."

- John Willis (Jackson Community Leader) – 9.25.23

"What deeply troubles me and from the phone calls that I get, I know many in our community, is not just the program discontinuation or change, but the manner in which it occurred. It was executed without due consultation with key stakeholders, the students who serve the broader community or even your own Chief Diversity Officer. The abrupt shift in program supervision, program guidelines, and requirements raises questions about the understanding of the commitment to diversity and inclusion."

"Another critical issue I have to address is the resignation of my personal friend, Mrs. Kelly Crum. A dedicated Jackson native who loved her job, her students, and the Jackson Community. Kelly's committed to building relationships both within the College and the community was exemplary. Her departure is a loss that should not be underestimated. Kelly possessed a unique gift, the ability to forge connections between unfamiliar communities. She

would be an invaluable asset in times like this. Her deep commitment to each student of the community and her love for her here earned her trust and respect of all those that knew her. Kelly's resignation was not an isolated incident, but rather a symptom of a broader issue. The decision that led to her departure, including the removal of a program she successfully managed, were made without her input. The departure of someone as passionate as Kelly is a stark reminder that trust, relationships, and mutual respect should underpin every decision we make, especially when it concerns programs as vital as Ready Set Jet. Although the cost would be great, I recommend Jackson College do what you have to do to get her back on the team."

CEO RESPONSE:

Please follow the below timeline of the RSJ and Housing administrative experience under the administration of former Chief Diversity Officer Kelly Crum and former Director of the Multicultural Center (now Interim Chief Diversity Officer) Antoine Breedlove.

AUGUST 31st, 2022: Kelly Crum prepares a draft budget for RSJ for the summer of 2023, following an inquiry from the me about costs associated with a 2-year plan to help with mentoring RSJ students. The proposal was extensive and was not approved by the President. (as noted later in this document, some additional funds were provided to help with mentoring, but it did not include housing or a meal plan). There has been extensive discussion with me about having Kelly get adult volunteer tutors to help with the RSJ students over the multi-year period. Kelly began to make progress on this in the fall of 2023.

DECEMBER 2022: A meeting is held with Kelly Crum, Cindy Allen, Chief Operating Officer, and I to discuss the possibility of Kelly taking over supervisory duties of student housing, (Courtney Ivan, Athletic Director, had just finished up a six-month interim assignment which had just concluded) given the departure of the previous supervisor to take another job. Kelly expressed reluctance to take on the role, given that she did not have any experience. I noted that many of the students in housing were diverse and could benefit from her involvement. I also encouraged her to pursue professional development for this new area of responsibility. Kelly subsequently agreed and began her work in January. She continued to serve as the Chief Diversity Officer of the College, and had this additional duty added, for which she was compensated an additional \$5,000 on her base salary.

MARCH 2023: As part of our budget planning work, we had to determine at what census level we would need to be in housing. The goal was established at a minimum of 350 students, to which Kelly agreed to achieve, in fact, noting that she thought she and her team could hit 400.

APRIL 2023: The College received a one-time Academic Catch-Up Funding Grant from MCCA (i.e., the Michigan Community College Association) for \$160,000. This grant covered 9 credit hours for each student for a 5½ week summer program, wherein the students participated cost-free: lived in housing, had paid tuition and fees and were given a full meal plan. After the program started, it was also determined that most of the students needed a laptop, which was provided at no cost to students.

MAY 2023: RSJ Recruiting occurred with 48 students registered for the Summer Bridge Program (in its 5th year) that met the criteria FTIAC (i.e., enrolled First Time In Any College) for student participation. The majority of students enrolled were from beyond the College's service area including Grand Rapids, Detroit, and Kalamazoo, while 25% of the students were

from Jackson. As part of the program, students were provided support through peer-mentors (i.e., RSJ Mentors) who were likewise paid for their room, full meal plan, and provided a part-time wage.

JUNE 2023: I was increasingly concerned about the lack of completed registrations for student housing and began asking for weekly reports from Kelly. (Initial reports from Admissions stated over 700 students who expressed interest in living in housing and only 120 had completed the necessary steps). The reports showed very little progress on growing residents. The reports noted in cases, days wherein no calls were made to students who applied for admission to the college and expressed an interest in living on campus.

JULY 2023: Six weeks prior to move in date for students, Kelly took a week of vacation, leaving staff to continue to grow housing numbers. However, the numbers were not projecting a completion of anything close to 350 students, especially with such a relatively new housing staff, that Kelly put in place earlier in the year. I made the decision to conclude Kelly's duty as a supervisor of housing, with her continuing to serve as the Chief Diversity Officer of the College, with all the other rights and duties she had prior to taking on student housing, just not having housing duties. The \$5,000 was reduced from her total compensation. Cindy Allen and I met with Kelly Crum on July 24, and reviewed this action, and provided the below letter to Kelly.



Memorandum of the President

To: Kelly Crum
From: Dr. Daniel Phelan
Date: 07.24.23
Subject: Adjustment to Responsibilities

After considerable review and evaluation of the College's advancement in student residence operations under your leadership, as well as the essential work necessary for an impactful and inclusive diversity program at the College, including particular attention related to our Strategic Agenda, I have arrived at a conclusion necessitating a few changes noted below.

I appreciate that you have taken on the role of overseeing student residence operations, at my request, which is notably outside of your area of expertise. My direct observations, combined with my expectations of a highly effective residence hall operation, as well as the significant needs of the College regarding DEB, suggest a misalignment of talent and focus. To that end, I need to realign these departments, and in so doing, strengthen each, providing for maximum success.

Therefore, with immediate effect, you will no longer be required to supervise the College's student residence hall operations. Somewhat relatedly, I have canceled the Student Life Coordinator position, as presented, in favor of a more comprehensive position of a College Life Coordinator. If budget allows and demand suggests, I will work with you on the specifics of this job, which will have broad student life duties. This position would report directly to you.

Your title of Chief Diversity Officer is retained, as is your reporting to my office. However, your compensation shall be reduced by \$5,000 allowing for the absence of student residence duties and oversight.

Finally, in an effort to provide you with professional support and growth, especially as it relates to your leadership, with special attention to the supervision and direction of subordinates, I ask that you reach out to Angie Morgan and schedule twice-monthly, leadership/supervision coaching sessions.

Thank you.

During the meeting, she agreed that she was out of her depth with this work and said that she understood what I needed to do for the College.

I placed Greg Klaus in charge of supervising housing, given his success in other areas. Greg was given an increase of \$5,000. When classes started in the fall, housing census was 341 (Note: some of the students didn't show up, thus ending up at about 320 students, possible student resident names were still being collected for the second move-in date in seven weeks).

RSJ mentors moved in a week prior for training. The following week the RSJ students moved in (Kelly – the ultimate supervisor of the program - was not in attendance on move-in day). While there was an orientation for the RSJ students, reportedly, most 17-year-old students, and their parents, said they were not told that there were different living arrangements for 17-year-olds (Different floor, all 17-year-olds together in order to provide for extra caution for minors). Ultimately, this caused some students to be upset as they wanted to live in suites with other students who were not 17. College staff and Security staff were responsible to ensure that Program rules were followed. The matter was presented to the me, by the College's RSJ Program supervisors, who ultimately agreed to allow for student intermixed ages in housing suites if the parent or legal guardian would sign off on this request. This action was deployed, students submitted signed documents, and were subsequently allowed to have students of differing ages share the same suite. A week later, one of the 17 year-old students left campus, and then called her mentor to state that she was being held against her will at a home in Jackson and needed help.

Later a second RSJ student concern was brought to me regarding curfew for the Program wherein 17-year-olds were required to be in the building by 11:00P on weekdays, and those RSJ students 18 years of age and higher were allowed to be out to 12:00A on weekdays. This information was communicated to security to enforce, however, students were displeased. Many students said they were told by the RSJ Director that there were no curfews on the weekend. The curfew had been in place since the beginning of RSJ, and was included in the RSJ Orientation process to parents and students, as a way to develop good habits for college. Regardless, I subsequently agreed to a common curfew, of 12:00A for all students/all ages which would conclude at the end of the 5.5 weeks of the RSJ Program.

During the RSJ Program, there was a 17-year-old student who suffered from mental health challenges and didn't have her medications with her. The father was listed in the program documents as the student's guardian. The supervisor of the RSJ program reached out to the mother, who said that the College would be responsible to give her a pill in the morning and again at night. This was necessary the mother noted because if her daughter had all of them, she would be a danger to herself and would take them all at once. Security subsequently

reached out to the father, though he would not agree to have her transported for evaluation. The student's mother ultimately appeared on campus and had prescription drugs she dropped off with a college employee in the parking lot and said he had to get them to her daughter in RSJ. The medications changed hands three times before the Director over the RSJ Program tried to give them to the housing professionals who stated they could not accept them for good reason. They were subsequently given to security.

At another time, a different student in the program had shared with others that she was having thoughts of overdosing on pills. She was subsequently taken in by mental health professionals for evaluation and later released. This situation was shared with the Chief Diversity Officer, who subsequently left campus and told RSJ staff to turn the matter over the HR Office.

AUGUST 7th:

I called a meeting regarding the Ready Set Jets Program, a review of progress, and consideration of next steps. In attendance: Kelly Crum, Chief Diversity Officer; Antoine Breedlove, Director of the Multicultural Center and the RSJ Program; Greg Klaus, Director of Housing, Hospitality, the Mail Room, and the Jets Store; and Cindy Allen, Chief Operating Officer. Discussion on the grant included the following points:

- The grant was fully spent with no additional funds available.
- Success of the students through the 5 ½ week program was reviewed with the majority planning to take classes at the College in the fall semester, many of the new students having already registered and had applied for financial aid.
- Over the summer, the mentors (3:1 student:mentor ratio) received free housing, meal plan and \$14 an hour for 10 hours a week to mentor. During the meeting this was discussed that only the student work study budget was increased for mentors for the academic year. No one budgeted for food or housing for the mentors, nor was it agreed to do so. Notably, it would not have been equitable as students hired as desk assistants and resident mentors in housing as a whole didn't get that pay, and they were assigned a much larger group of students to mentor. During this conversation, I made it clear that we were going to have an expanded summer bridge program, operated out of student services, that would be more inclusive, as students, traditional and non-traditional, didn't have to live in housing for 5 ½ weeks. Kelly expressed that she understood and agreed it was a good direction. Antoine Breedlove went as far as to say his wife would be so happy given the fact the RSJ Program is so demanding that he could not spend the summer with his family as this would make his wife very happy.
- During that meeting, Cindy Allen asked Antoine and Kelly Crum both if any other commitments had been made to these students other than the agreement in front of her for summer. Both said no. Cindy Allen asked if they were sure as some were saying this is a one- or two-year commitment/promise. Again, they both said no. Lastly, Cindy Allen asked if there were any commitments that the students could stay in housing for the next two weeks until Fall starts? They said no, that students have to move out on Friday so that rooms could be cleaned.

AUGUST 8th: Kelly and Antoine delivered the outcomes of the previous meeting to the RSJ mentors. At 1pm that day, RSJ Mentor students went to the President's Office and wanted to meet with me. I was off campus at a commencement for incarcerated JC students. The office assistant said I should be back around 4. I actually had a medical appointment at that time and didn't return to campus that day. Later, according to these students, they tried to meet with me twice, but I wouldn't meet with them. So, in lieu, Kelly Crum, Keith Book, and Cindy Allen met with the students in Dove Commons, outside of the President's Office in the early evening. The students were angry, asking what we did with the money that was supposed to

be used by them. The students repeated the fact that they were promised funds for housing and meal plan and a wage. Cindy Allen asked them who promised them, seeking to understand the issue. She asked if students had something in writing, though none did. At the conclusion of that meeting, all agreed to meet the next day with the students to consider the matter further. Kelly Crum and Cindy Allen spoke after the meeting and they proposed giving the students (for Fall only, since it was so close to the start of the semester, food and housing, which would total \$72,000) and I agreed.

AUGUST 9th When Kelly Crum and Cindy Allen met with the students and rolled out the plan to cover their fall semester costs, they were still insistent that “they were promised”. They were mad that I wasn’t there, but I was at the Governor’s Higher Education Summit in Dearborn. (Note: Kelly Crum asked Greg Klaus to walk her out to her car after the meeting). I called Kelly Crum later that evening to inquire who made the promise to students – she stated that it was Antonine Breedlove, The Director of RSJ Program, and that he had promised these kids a two year mentoring program with housing and food included. Upon learning that a college administrator had made the commitment, even though not budgeted or approved, I directed Kelly Crum to seek Keith Book’s help to draft a contract for the RSJ Mentors to be considered the next morning wherein the costs would be covered. (Note: Kelly Crum was the budget administrator for the area). I asked Kelly Crum why Antonine Breedlove would make such a commitment, where in Kelly recalled an early conversation in the year wherein it was discussed that we should find ways to help students get support throughout the year with mentors, to which I had referred to getting adult volunteer mentors in the community for this role. No budget or authority had been given for full room, board, and wage.

AUGUST 10th Mandatory meetings occurred in my Conference Room twice that day. In attendance: Me, Kelly Crum, Antoine Breedlove, Greg Klaus, Keith Book, and Cindy Allen. Since the commitment was made by an administrator on behalf of the College, I honored the commitment to the RSJ Mentors. Criteria was determined for each mentor to follow to stay in the program. After a quick review by legal, Antoine Breedlove and Kelly Crum delivered the agreements to the RSJ Mentors and had them sign. Below is the letter Kelly provided to the RSJ mentors and the contract. Signed contracts from all mentors are on file.

READY-SET JET PROGRAM

Thursday, August 10, 2023

Greetings, Ready Set Jet Mentors:

I want to inform you that the college is providing Ready Set Jet Summer Bridge Program mentors with housing and meals until Spring 2024 with a renewing option through Spring 2025, if otherwise qualified.

You must read and sign the agreement in this email stating that you understand the responsibilities and commitments for which you will be held accountable as a Jackson College Ready Set Jet mentor. Your agreement may be renewed if requirements are met to continue the offer through Spring 2025.

Mentors are still expected to move out by **Friday, August 11, no later than 12 PM.** If you need other arrangements, please get in touch with the housing staff to discuss any additional costs.

If you have any questions, do not hesitate to contact me.

Kelly A. Crum

Jackson College Ready Set Jet Mentor Agreement

Ready Set Jet Peer Mentors will mentor students who were part of the 2023 Ready, Set, Jet Summer Bridge Program by supporting students in their academic and social success at Jackson College.

Outcomes:

1. Mentors will ensure that mentees are aware of and encouraged to participate in resources such as MOM & SOS, and TRIO to improve the academic success of the mentee.
2. Weekly academic check-ins with mentees will create guidance to ensure they stay on track with their studies.
3. Ensure mentees meet with their navigators and fill out the FASFA for the following semester's classes will help with retention for the upcoming academic year 2024. Pell and other FASFA eligibility funds

will be assigned to the student account first, before College funds will be applied, for tuition, room, board and the mentoring job.

4. Providing engaging activities will encourage self-discovery, self-awareness, and personal development to reach our 80% retention from Fall-to-Fall goals for the academic year 2024.

Employment Includes:

- Housing FL23 & SP24
- Meal Plan FL23 & SP24
- Employment of up to 10 hours per week at \$14/hour for responsibilities defined below.

Responsibilities:

- Mentors will be assigned responsibility for mentees.
- Must be willing to work 10 hours per week. Timesheets and duty checklists must be completed (i.e., meeting dates, times, and individuals attending, and specific outcomes of the meeting) on a bi-weekly basis.
 - Coordinate weekly group activities for mentees (3 hours include planning and activity)
 - Engage weekly with each mentee to review homework and assignments. (4 hours)
 - Attend MOM & SOS weekly meetings and ensure their mentee are attending the scheduled meetings (1 hour)
 - Coordinate weekly mentee check-in with students (1 hour)
 - Attend weekly mentor meetings with Antoine Breedlove (1 hour)
 - Ensure that students attend CSS weekly.
- Mentors must sign this agreement and understand that not following the mentor's responsibilities, College and residence policies, will result in termination of the agreement.

Requirements:

- Must be a Full Time Student
- Must have a 2.5 GPA or higher.
- Must live in housing.
- Available to work 10 hrs. per week.
- Must be enrolled in 12 credit hours.
- Must complete FASFA for the 2023-24 school year.
- Must follow Jackson College's code of conduct with the expectation that College employees and students are given respect.
- The agreement will be subject for renewal for a second year.
- After receiving 60 credits, the agreement expires and the student will be awarded a degree.

Accountability:

- Mentors' accountability will be tracked and performance documented in NEO ED together with a weekly meeting with the direct supervisor, Antoine Breedlove and Kelly Crum.
- A performance review at the end of each semester will also be held with the immediate supervisor, Antoine Breedlove, to help towards mentor progress.

PRINT

Student Signature_____ Date_____

By signing this document you understand that not following the above responsibilities, as well as College and residence policies, will result in termination of your mentor agreement.

Kelly Crum told me that all of the students were happy with the change. She stated specifically in a memo to me: *"I read the contract to the students out loud; they were all smiles and appreciative. All 12 Mentors have signed the agreement and will be sent a copy to their emails. Antoine will follow up to ensure the two students have completed their FASFA and that all have registered for classes and in 12 credit hours."*

That evening an RSJ Completion Ceremony/Dinner was held and I participated.

AUGUST 14th: Board Meeting – Kelly Holden-Selby (student parent), Monica Pierce (student parent & Principle of JPS), Monica Pierce's daughter Dharyayna Pierce (student) and Mohammed Sanyang (RSJ mentor) attended the Board meeting. Kelly, Dyaryayna, and Monica spoke during the public comments section of the board meeting.

AUGUST 18th: Housing Application closes for the Fall Semester

AUGUST 25th: All students move into student housing.

AUGUST 26th: Mandatory Housing Orientation for all students.

AUGUST 28th: First day of classes.

AUGUST 28th: Kelly Crum announces her resignation to me during a regularly scheduled meeting and via email. Please find [Kelly's resignation email](#).

I asked Kelly if there was anything that I could do to keep her at the College, to which she responded "no". I asked if she would be willing to serve as the African-American Affinity Group Liaison, to which she also replied "no".

SEPTEMBER 7th: Kelly Crum accepted an invitation from COO, Cindy Allen to meet her for breakfast to discuss her exit interview in a more informal setting. Kelly Crum had previously reported to Cindy Allen for a number of years and Cindy also was her current mentor. During a pleasant breakfast, when asked what the turning point was for her in leaving the job as Chief Diversity Officer, she said it was when the \$5,000 was taken from her. She felt the President lost confidence in her. Cindy reassured her that her strong suit was building relationships with students, community members and college events and nothing changed there. She was told it was six weeks before the start of the semester and it was "go time". The monetary difference between students confirmed at that time and the 320 who moved in was approximately 250 full-time students, tuition, fees, room and board representing hundreds of thousands of dollars. Kelly assured Cindy she was fine with her decision. She was going to take thirty days off, hit the reset button and see what her next journey would be.

Learnings from 2023 cohort experience:

This scenario could have been avoided had the peer mentors been given the appropriate opportunity in their pilot program on-boarding to acknowledge their understanding of the potentially short-term nature of the pilot program, its expectations, and its contingencies. Procedures, communications, and management of the program were lax, and inconsistent with established student services admissions, enrollment, and support practices. There was not a connection between the program budget and actual operations. Student behaviors were challenging, with students stating they were unaware of requirements, such as curfew, etc. The inclusion of 17-year-old minors in the program also created some

anxiety insofar as they wanted to be in the general student population. It also appears that this important information was not conveyed to the students and parents and thus required security, whose job is to enforce the rules, to be the bearer of bad news.

Going forward:

In the summer of 2024, the summer bridge program will be expanded and re-marketed/promoted more broadly for both traditional and non-traditional learners to academically ready themselves for collegiate-level work. The program will be operated out of our Student Services department to ensure consistency with our college's policy and practice. Based upon our learnings from the pilot, mentoring will continue to be an important component of the summer bridge program, though it may be accomplished by both faculty and other mentors. A sufficient budget will be established for the program in the FY '25 budget. Residency will not be a requirement of the new, expanded program. This is outlined earlier in this report starting on **page 13**.

Policy linkages and Implications:

The following Board policies have either direct, or indirect application to our safety & security operations, as well as our summer bridge program.

Security & Safety Operations:

- EL-01 - Treatment of Learners – Safety for learners
- EL-02 - Treatment of Employees – safety; preparation for emergencies.
- EL-09 – Reporting of improper activities

Summer Bridge Program:

- EN-01 ENDS – innovative learning opportunities to prepare students, degree completion; diverse population support; and ancillary support.
- EL-01 Treatment of Learners – respectful and fair conditions; clear forms and procedures; informed learners; and appropriate notification.
- EL-03 Planning - proper planning and budgeting; organizational capacity.
- EL-07 Compensation & Benefits – promise or imply guaranteed employment.

Aside from the actions previously stated, as well as those that were put in place expeditiously and continue today, should the Board wish to amend its current policy, I recommend the policy addition below to policy EL-01 Treatment of Learners, during the next policy review:

The CEO shall not:

6.1 Permit learners participating in short-term programs (including, but not limited to College pilot and exploratory programs and services, short-term grant funded programs, short-term financial aid programs, and emergency response programs) to be without acknowledgment of the short-term nature of the program, its expectations and contingencies.

INTERPRETATION

Compliance will be demonstrated when:

All learner participants have signed a document, acknowledging the short-term and pilot program and service structures, stating that they understand the program's limitations, as well as the learner's responsibilities and commitments for which they will be held accountable.

The interpretation is reasonable because it ensures written acknowledgement of expectations without obligating the College to unexpected operations expenses.

Treatment of Learners

Ice Storm – February 2023

Applicable Public Comments:

- Jacelia Dokes (RSJ Mentor) - 9.11.23:
"I'm here to talk about what happened during the ice storm and how I experienced racism and other students have experienced it also.

I want to really ask the President and the board where was y'all at, where was y'all? We was literally sleeping on the floors, cold. We didn't know half of the people there, so it was uncomfortable. Literally, we felt like animals just sleeping on the floor. Where was y'all at? But I can say loud and proud at least Kelly Crum, she was there. She played games with us. She was uplifting us. Mr. Breedlove made sure that these students, some of the students, had a place to stay. He opened up his home. He has kids and a wife and he opened up his home. Again, where was y'all? Where was y'all? Despite everything that happened.

President Phelan, with all due respect, I feel as though your concern was kicking us out of the dorms than helping us. And again, like I said, all due respect, I feel as though you make me seem like you don't care for us black students."

CEO RESPONSE:

Please follow the below course of action taken by Jackson College during the February ice storm (affected dates of February 22-23, 2023). [View Weather news for this event.](#)

Facilities Involvement:

- It was forecast that a significant ice event was possible for the day and evening of February 22nd and 23rd.
- Given the high likelihood of losing power due to trees and ice on power lines, we discussed at LC that this was likely to impact campus.
- J. Valente instructed his team to turn up the heat in BW 144/145 in preparation for potential use as a warming center or staging area should the campus lose power. The team was also instructed to bring over portable heaters, high-capacity power cords and portable generators to power the heaters.
- Ice conditions persisted and became serious around 9am.
- Employees, if still present, were dismissed from campus.

- Grounds was instructed to keep the areas around housing, main sidewalks and dining room salted, shoveled/brushed for student traffic.
- Conditions deteriorated rapidly. According to news reports and articles (attached), more than 5,700 calls came in to JXNCO dispatch. Large areas of the county were losing power rapidly. This storm produced the most ice in the area in 50 years... more than 880 accidents/incidents were reported, more than 240 power lines were down.
- Power was lost on campus. Per NFPA 101, the Life Safety Code and MBC 1008.3, the campus and housing units have back up emergency battery lighting. The lighting is designed to safely evacuate people from a building. Functionality of battery backup lights is between 90 minutes to three (best case scenario) hours in the dorms. This is to give enough time for the space to be evacuated safely, not to allow for continued occupation.
- There was no heat or power at this point in housing or the rest of campus. The only buildings with back up emergency lighting and IDF (Technology backup) support via emergency generators were BW, WA and GP.
- [Michigan Building Code Section 1008.3](#) and following [Section 1204.1](#) Life Safety code requires heat and emergency lighting to allow for continued occupancy of a building. J. Valente shared with housing that students would be completely in the dark within as little time as 90 minutes and that they needed to pack and make arrangements to leave housing for life safety reasons. As per code we could not have the building occupied in any form without back up lighting and heat.
- There was conversation between executives about next steps. Many of the students decided to leave. However, a fair number decided to stay because of the treacherous conditions.
- Students were directed by Kelly Crum to BW 144/145 if they had nowhere else to go as it was our designated warming space.
- Dan Sullivan worked with Cindy Allen. Hospitality brought in water and snacks.
- N. Schweizer activated portable generators and space heaters in the community rooms.
- Emotional Support Animals were accommodated and placed in the Conference Room 143 next to the Community Rooms.
- J. Valente did speak with an executive at a local residential college who indicated they sent students home during the storm; it was also mentioned that they would not consider campus wide generator systems because of how cost prohibitive it is.

Current State of Generator Consultation:

- Facilities began renewed generator discussions in February 2023.
- JC contracted with Covalle Architects, Matrix Electrical Engineers, and PM Technologies to consult on a backup generator plan for the College.

- Spring 2023 a variety of options were investigated, and background information gathered on the one-line diagram and other considerations.
- In July /August 2023, PM Technologies prepared a variety of options for the College to consider, ranging from full campus generation to selected site generation to trailer able portable unit connections.
- Currently, we are pursuing the following strategy based on cost and use estimates:
 - Install transfer switch and transformer to the Campus Services Circuit for a trailerable generator hook up. This would power:
 - ABC Childcare
 - Jet's Hangar
 - Jet's Village (Tiny Homes)
 - Maroon Hall
 - Gold Hall
 - Potter Center
 - Install transfer switch for CV (Formerly CV3) for a trailerable connection to the building.
- The strategy above would be the most cost effective, ensure student occupied domiciles and food serving areas would be fully powered in an emergency.
 The downside risk is that will we be dependent on securing trailerable units when needed, with no guarantee of getting them, and that classroom and other buildings would not be operational during an outage.
 The cost of a whole campus system is prohibitive from an acquisition perspective, ongoing monthly, quarterly and annual maintenance costs, diesel storage issues, and likely extremely extended, if ever, ROI calculus.
- A final recommendation will be made to President Phelan within the next sixty days.
- [Detailed generator plan documents and visuals can be found here.](#)

General Campus Happenings Information:

- It was clear from the widespread damage to campus and the region that this would become a multi-day power event.
- The next day students were asked to head home or to friends' homes if they were offered that option... all did this except for 8-9 students.
- At this point we moved the remainder of students to WA which had a single classroom/meeting room that had generator power for power outlets etc. and heaters.
- The next morning, once it was clear we would be down for days as this was a statewide event, and the campus was officially closed... Kelly Crum and Security worked with the remaining students to be sent home, via uber and other means and at least one student with nowhere to stay was sent to a local hotel, which was paid for by the College.

- There were multiple students who went to hotels on their own, and some who had been instructed by their coach to go to hotels. This added to some of the confusion around who would be reimbursed.
- The Harriet Myer Student Emergency Fund did assist a number of students who provided documentation of a hotel stay or other loss.
- The College was not reopened for 5 days due to damage, loss of trees, clean-up efforts and building startup/warm up protocols on the 5th day.

Security Notes:

- Even though additional security could not get to the college due to downed powerlines and trees across the road, the security staff there shuttled residents back and forth to gather belongings, meds, phones/chargers, bedding, and necessities.
- Security stayed inside of BW Hall the entire duration residents were staged to assist with any needs and to provide physical security.
- Security shuttled residents back and forth the following day to WA and dorms to gather belongings, meds phones/chargers', bedding, and necessities.
- Security stayed inside of WA for the majority of time residents were staged inside of WA to assist any needs and to provide physical security.
- Security made food and water runs to both BW and WA. They maintained a steady supply of water and food/snacks for residents to consume.

Please find the [2023-2024 Residence Hall and Meal Plan Contract](#).

Treatment of Learners Campus Safety & Security

Applicable Public Comments:

- Kelly Holden-Selby (Learner Parent) – 8.14.23:
“The reason that I came today is I had to be sure. My son is an eighteen year old who was just in the Ready Set Jet Program. He’s been involved here since 7th grade and just my experience coming out here with him and listening to some of the other students; it raised some concerns, and I guess I come to you with a background of almost 30 years in corrections. I was a former trainer, things that I may look at differently and as a mom.

So you know, I was a little concerned when we temporarily thought that the Ready Set Jet program was going to be cancelled. So I started to think, I'm a person that if there's concerns, I'd like to raise solutions or recommendations of how we can fix things or how we can address

it. And one major thing that I encountered when I when I dropped my son off in July was the inclusiveness, the representation of a biracial Latino man was not there.

When I looked around and I saw campus security congregating. From a from a custody aspect, they're congregating in. These children are coming from other areas. They're not approachable. That can be scary for some. There're students that are coming from different communities, and now they have to know that they can go to someone. And I didn't see that.

I came to visit a couple of times; other students or on the weekend. When I entered into the dorm and campus security was sitting behind a computer, never acknowledged me. I'm a parent. I'm adult, almost hidden behind the monitors. The look was dirty. There was food on his clothes, he was eating. He didn't address me. I didn't know if I should hand him my ID. Those pro-social skills were lacking, and these are individuals that are in a position of power over these students. And I say students, but in my eyes they are still children. They're still children, so if I had to, you know, witness that and if I was treated like that, I can't imagine what some of the other students were then treated like.

My son, as well as some of the other students, told me that some disturbing situations that happened during the program, such as maybe some on campus security following their own to their rooms, trying to get them in their rooms. Coming from a trainer, coming from corrections, you don't do that. You don't, you don't put fear in these young children. They're leaving homes. They have to know that they feel safe.

What I witnessed in the 5 1/2 weeks with the staff and the campus security specifically, there was no soft skills. There was limited heart skills. And, there was a situation right before they ended up and completed the program that was disturbing.

There was my son and his suitemates had a friend down for the weekend. And I don't know what was there. I'm not, I wasn't privileged to be there. This is third party, but I do know that the security officer told their friend that he had to go. And I get those rules, but he couldn't find his phone. This person told him you have two minutes to find your phone and get out. He didn't find it. He had to have someone take him home because he didn't have a ride at one o'clock in the morning. Now we've just put the safety of not one, but two children at risk.

You have a mentor taking someone home with that childhood. Anything different, anyone different? It could have had a completely different outcome. Where those soft skills, how about, "Let me find and help you. I get rules are in place, but where's the grace? Where's understanding that that where a person comes from.

A young lady shouldn't have to be in fear that someone is following them to the room, because maybe they're fighting has passed that curfew. I fear that there's going to be something worse happen, maybe.

From the fall, we start in two weeks. Next semester, if we don't properly train these individuals, then we don't have that representation that what our children look like, that they can look to. Who are we failing?"

- Monica Pierce (Learner Parent) – 8.14.23:
"These mentors decided to confront the facts and request a meeting. The meeting that I attended with Joyce, Cindy and Kelly ended well, but an area of concern for me was as I was leaving the meeting, I passed a security member and I asked him and then I came back to him

because I began to have some thoughts that I wanted to share with them. and it was interesting and not that he told me that he was there to ensure civility with the meeting of the young people and Cindy and Kelly and Joyce.

And I thought that was interesting because I've visited Potter Center before and I passed the lady who sits on the left side at a desk and I entered the Potter Center and I went into the dining Commons and then into the bookstore and then back into the dining Commons, where I was greeted with the hello Mrs. Pierce. And at that moment I wonder, what if I had been someone who wanted to do harm to those students? I had access, easy access, to our precious commodity.

And when I was in conversation with the security person who was guarding, standing guard for our students, the ones that we selected as mentors for our incoming students, the ones who have admirable grades from our summer session. That bothered me. That we could have him in a place such as that, when they were simply requesting to be heard and to meet with their president. And we don't have anyone at the door and the doors are easily accessible.

I say that because I want us to make sure that safety is always our number one concern. When I came up here during the season of COVID, the process to access this building was one that made you think twice about coming here. I'm sure it was just me, but let's make it that way for anyone who may think of doing harm, setting up the staff or students here at Jackson College. Let us not have a tragedy before we realize that we need to secure entry points to buildings that provide safe spaces for our staff, students and visitors. Let us encourage and support students who stand up for what they believe and believe is wrongdoing and explain to them, in truth, the facts, so they can leave us prepared to face the world and be equipped with all of the armor to navigate it successfully."

- Sabria Tolbert (RSJ Mentee) - 9.11.23:

"So basically, I had a very deadly panic attack. And during the panic attack, security came to my room. Security said they were requested to do a search. We let them do the search, they said it was for marijuana, and during the search, they basically found three lighters. That was basically it.

But when Mr. Breedlove came to check on me, basically security told him to mind his business and it didn't really concern him. So, following up with that, it was, I went to Diane Fenby and she gave me a warning about the lighters. But during that, she told me that security said that they found marijuana in my room. But when Breedlove asked, they told him they didn't find anything."

- Devin Eubanks (RSJ Mentee) - 9.11.23

"The security, like my peers said, was, a different kind of times.

They have, they're quite strict rules and stuff. I mean, I got trouble for taking alone in my car. At like 2:05 to get something. I, I think that should not be a policy, but it is what it is."

- Shailynn Walker (RSJ Mentor) - 9.11.23

"Another situation I'd like to address, while I've the opportunity to speak, is about security. I want to make this clear. There was a lot of confusion about whether or not the minor policy in the curfew policy was mentioned. But sitting in the student orientation on the first day, July 6th, when the mentees moved in, Mr. Breedlove mentioned it a lot. But I do want to tell you this right now, that the security here at Jackson College was not sure of the policy. In fact,

former employee Gavin was one of them who I heard speak to students saying, "There was no curfew on the weekends."

- Kelly Holden-Selby (Learner Parent) - 9.11.23
"As well as learning more about the findings regarding safety and security concerns, which were addressed about campus and security. I indicated my background, I have almost 30 years in the Department of Corrections, I was a former trainer. I know about customs security. And my first impression, my first encounter with the security was subpar. A lot of concerns, and now I'm hearing that those, those ideas that I had are validated and that's, that's irresponsible, to say the least."

CEO RESPONSE:

Upon my arrival in April 2001, security on campus was little more than a 'night watchman'. Over the years, given increasing societal concerns, I have improved the structure and depth of security service to a high level, indeed more than most of our peers with a similar footprint. The total, annual cost of security at Jackson College for FY '24 is \$912K. In terms of staffing-armed, there are 13 (8 full-time, and 5 part-time). Unarmed staffing is comprised of 10 full-time and 8 part-time. At any given moment, there are 4 security guards on campus.

The chronological listing below provides an overview of our improvement of safety and security growth and activities to date:

- **2000** - Contracted guard service through Rollins Guard Service (for a night watchman) to lock buildings and perform building security and boiler operational checks.
- **2002** - A College-developed security Internship program was started as part of our Criminal Justice Associate Degree Program. Students, known as "Red Shirts" augmented our foot patrol efforts, as well as assisting with student lock outs, walking students to their vehicles, and enhanced the overall visibility of security services.
- **2006** - Athletic programs were brought back to the Central Campus after a 25-year hiatus, which required more security coverage.
- **2007** - The College's first student residence hall, (CV#1, now Gold Hall), opened requiring additional desk coverage services.
- **2008** - We created the first-ever JC Security Department. Further, the department included full-time and part-time armed staff, as well as security interns.
- **2009** - We opened CV2, now Maroon Hall, which required additional desk coverage.
- **2012** - To expand our efforts, and help to mitigate costs, we contracted with an external security firm, ArmorKnight.
- **2014** - We added a Jackson County Sheriff's office deputy to our campus security detail, which included a patrolling car.
- **2015** - We added more contracted security services through DK Security, again to provide coverage, and help manage costs.
- **2015** - We opened CV#3, now Campus View, requiring additional desk coverage.

- **2023** – In light of constant turnover in external security staff, in January, I made the decision to move Safety and Security in-House at the College. We are still staffing.
- **2023** – I appointed Greg Klaus to provide oversight to our security operations, given that he has experience in the area, but also has connections with our students through hospitality and residences.

Please find the submitted [Clery Reports](#). You can also find these reports on the [Jackson College Safety and Security website](#).

The Clery Act requires colleges and universities to report campus crime data, support victims of violence, and publicly outline the policies and procedures they have put into place to improve campus safety.

The security report contains crime statistics for the previous three years (2020, 2021 & 2022) concerning reported crimes that occurred on-campus, in certain off-campus buildings or property owned or controlled by Jackson College, and on public property within, or immediately adjacent to and accessible from campus, for all our campus locations.

The report includes the annual fire safety report, which contains statistics for any reported fires in campus housing units and fire safety systems in these buildings. Additionally, the report contains policies, available resources and information concerning personal safety, fire safety and reporting procedures for both crimes and fires.

The judicial/security report relative to Sabria Tolbert constitutes an educational record under Family Educational Rights and Protections Act, commonly called FERPA. Consequently, it cannot be released to the general public without Sabria Tolbert's consent. Therefore, copies of said report will be made available to the Board of Trustees at the Meeting of their request, for the Board of Trustees to review/discuss in closed session pursuant to MCL 15.268(1)(h).

Below are the current demographics of our students enrolled for credit.

DEMOGRAPHICS OF STUDENTS ENROLLED FOR CREDIT

WHITE	67%
UNKNOWN	12%
BLACK OR AFRICAN AMERICAN.....	11%
HISPANIC	5%
MORE THAN ONE RACE.....	4%
ASIAN	1%

Our current security cohort as compared in the below race/ethnicity demographics of the College and the tri-county area are directly in line with the current student demographics.

Race/Ethnicity	JC Staff	JC Staff by Race/Ethnicity %	Jackson County	Hillsdale County	Lenawee County	Safety & Security	Safety & Security %
			Demo 2022	Demo 2022	Demo 2022		
American/Alaska Native	1	0%	0.50%	0.6%	0.6%	0	0%
Asian	2	2%	0.90%	0.5%	0.5%	0	0%
Black or African American	16	8%	8.20%	0.8%	2.8%	2	18%
Hawaiian/Pacific Islander	1	0%	0.10%	N/A	N/A	0	0%
Hispanic	8	2%	4.00%	2.9%	8.9%	1	9%
Nonresident Alien	2	1%	N/A	N/A	N/A	0	0%
Two or more races	5	1%	3.30%	1.7%	2.3%	1	9%
Unknown	5	1%	N/A	N/A	N/A	0	0%
White	234	84%	83.00%	93.9%	85.9%	7	64%
Grand Total	274	100.00%				11	100%

Row Labels	Adjuncts Currently Teaching 23/FAL	Adjuncts Currently Teaching 23/FAL %	*Total Active Employees with Edustaff	*Total Active Employees with Edustaff %
American/Alaska Native	0	0%	0	0%
Asian	5	3%	8	3%
Black or African American	12	6%	17	6%
Hawaiian/Pacific Islander	0	0%	0	0%
Hispanic	3	2%	4	1%
Nonresident Alien	0	0%	0	0%
Two or more races	0	0%	0	0%
Unknown	2	1%	2	1%
White	168	88%	274	90%
Grand Total	190	100%	305	100%

*Includes Adjuncts, Safety & Security, Banquet Workers, Coaches		
Female	118	182
Male	72	123
Grand Total	190	305

I have personally interviewed nearly all of the in-house safety and security staff and find them to be individuals who are committed to our collective safety, as well as the College's TCS² culture.

We have created a monitoring station in the Hangar wherein security staff daily monitor hundreds of cameras across campus. They engage in routine foot and motor patrols across campus. They have participated in regular professional development and realize that their work is one of service.

I personally monitor written reports from security staff. Maxient Incident Reports for the past 12 months (9/1/22 – 9/1/23) constitute educational records under Family Educational Rights and Protections Act, commonly called FERPA. Consequently, it cannot be released to the general public without student consent. Therefore, copies of said reports will be made available to the Board of Trustees at the Meeting of their request, for the Board of Trustees to review/discuss in closed session pursuant to MCL 15.268(1)(h).

Recall that the College also makes use of a student judicial process whereby all students can make an appeal regarding College action resulting from poor behavior. Below is just the section of the policy that details the due process procedures.

STUDENT CONDUCT CODE PROCEDURES (DUE PROCESS)

Article IV of the Student Code of Conduct Policy

A. Charges and Student Conduct Judicial Board Hearings (The practice below only describes Article II (A) process.)

1. Any member of the Jackson College community may file a report against a student for violations of the Student Code of Conduct. An allegation of a Student Code violation must be directed to the respective Designated Administrators (please see Article II(A-F).

Any report of a violation of the Student Code should be submitted as soon as possible after the event takes place, preferably within a week.

2. The Student Judicial Officer (or his or her designee) will conduct an impartial and reliable preliminary review of all allegations to determine if the allegations have merit and/or if they can be disposed of administratively.
3. If it is determined that the allegation has merit, the respondent will receive written (electronic) notification that an alleged violation has occurred. In the notification, the student will be directed to make an appointment with the Student Judicial Officer (or his/her designee) within three (3) business days of the notification letter, to review the facts concerning the alleged violation in order to determine if formal charges should be prepared.
4. During this meeting, the respondent meets one on one with the Student Judicial Officer (or his or her designee). Representatives or parents will only be allowed in this meeting at the discretion of the Student Judicial Officer (or his or her designee) when appropriate. In addition, a FERPA release must be signed.

From a facilities perspective, our staff have done an exceptional job ensuring that there are good sight lines across campus. We have also limited the potential areas for hiding and have increased campus lighting to a very high level. Future building designs and renovations contemplate vital safety provisions in all respects.

[Please find the Resident Work Order Procedure and Process Map.](#)

A security report related to a non-formal residence housing complaint constitutes an educational record under Family Educational Rights and Protections Act, commonly called FERPA. Consequently, it cannot be released to the general public without student consent. Therefore, copies of said report will be made available to the Board of Trustees at the Meeting of their request, for the Board of Trustees to review/discuss in closed session pursuant to MCL 15.268(1)(h).

Treatment of Learners Supervisory Staffing Concerns

Applicable Public Comments:

- NiTiyah Jones-Montgomery (Former Employee) - 9.11.23
"That same person sexually harassed a student. At a going away party that you threw for her because she was transferring schools, he sexually harassed her. Asking her about her sex life in front of me and my other coworkers. I reported it to HR three separate times and I have the documentation to handout to anybody that wants it. I recorded it three separate times. I reported it to Keith. I reported to Ms. Cindy Allen. I reported it to Momo. I reported it to Jennifer Dobbs. I reported it to Alicia. And I told you President Phelan, in person. I have all the documentation."

- Muhammed Sangyang (Former Employee) - 9.11.23
"And overall, with the new changes in leadership to Housing, I feel that this is not right. I feel like the system is rigged, overall. Because if we, the students, have issues with Greg Klaus, who do we report to? If we report the security, he's over security. So, that gets covered. If we report to HR? Well, we already know what's going to happen. Case in point. So what are we expected to do? So, we we're just told, 'Ohh well, whatever happens, happens. You guys gotta deal with it.'

And I just feel the overall system in Jackson College is rigged against students in housing, against students of color, against students from less than, less than rich houses, students of low means. What else do you want us to do? We have nothing else.

Not only that, but here at this institution, you make us students go through so many loopholes. Jump through so many hoops to live in housing. You make us do a background check. Have you guys implemented a background check on your employees? Specifically on Greg Klaus? Have you run that on him before you place him over housing?"

- Ariel Maturine (JC Employee) – 9/25/23
"At a minimum, this institution owes our community, our staff, our faculty, our employees, and especially our students an apology. Whether you believe what they said or not, the person who they outwardly claimed, who that same person, Gregory Klaus, yelled at me because I asked for clarification of policies? This man has gotten into my face numerous times. But just like our students who felt like their voices weren't heard, I knew better. I can't go to HR. Because that same person is involved with HR. They are also invaluable. Our students are also invaluable, no matter how many years of experience that you have here at this institution, you are invaluable and so is your opinion?"
- Sandy DiCesare (JC Employee) – 9.25.23
"A question that I have, a why question, is why is Housing Director Hunter Causie leaving? And I wonder if anybody here can answer that question on the Board. I don't know. That's just something that I wanted to say, and one other thing that I would like to make mention of is a lot of last time the students were talking about one person in particular. Why is it that any auxiliary services that our housing students need to live on this campus are supervised by one man. Food, bookstore, mail, housing, and security. I think in the corporate world, of the business world, that might be called a monopoly. I don't know. That is something that think about. Since I attended the last Board meeting, I have been distressed and distraught and disappointed. I am always disappointed in decisions that are made at this institution of higher

ed. I don't think you're in touch with what's going on and very, very, very sad. I don't know what to do anymore. But one thing that has come out of this is, as, I will echo what Ariel said."

CEO RESPONSE:

Security, housing and hospitality have always worked closely together, which works exceptionally well when it comes to relaying policy changes, changes/hours of food service, students staying over the break, as well as students quarantined who need food delivered, etc.

Greg Klaus has an extensive background in running major hospitality departments at large companies and is also an Executive Chef. After paying monthly bills to Continental which would have amounted to \$360K in annual subsidy (during COVID), I requested that we bring food service in-house. This administrator, worked on all inventory, represented JC very well in closing out the account. He and his small team saved the College over \$100K from Continental's first attempt at cost of inventory.

The College also decided to buy out the Subway franchise on campus as the College was still responsible for paying for royalties, marketing, etc. for services not required as we were closed. We were on track to lose over \$100K but got out of the "franchise" and opened Jax Place, our menu, our product, new vendors, new recipes where we could also control hours and use that location to backfill hours into the late evening. Lastly, we finished out our contract with Starbucks, took the coffee shop in house. Through a partnership with local Jackson Coffee Company (who made a Jackson College brew), opened a coffee shop, smoothies, grab and go sandwiches and food/snacks to give our students and employees one more option. He put together a plan, job descriptions, vendor accounts, staffing model, budgeting and everything necessary to begin with a smaller staff until such time as the pandemic ended and business reopened. With new recipes, employees, fresh food, the internal food service and external caterings have exploded. Our students now have four locations on campus where they can use their meal swipes.

Jet Store / Hospitality: With an external vendor, major difficulties with their billing and the people they still had left in their corporate office, I requested we take the bookstore in-house, seven weeks before the start of the Fall semester. It was the most aggressive timeline that our digital content vendor, Bibliu, has ever done. The first priority was getting the digital content for as many titles as possible and still secure hard cover books when necessary. He and his team of two, and additional representatives from departments, worked hard to recapture and contact faculty to get their adoption materials ordered for Fall. There were a few hiccups, but overall nearly 90% of the material was procured digitally, saving our students money and having materials available the first day of class.

The Dining Commons, Jax Place (pizza and wings) and Coffee shop all have the same Point of Sale (POS) system now also. Employees are trained and can rotate around to wherever they are needed. Employees are cross-trained in several different areas so they can move at a moment's notice when someone becomes ill or takes time off.

Shipping and Receiving: When the employee from shipping and receiving took some time off and a person who previously worked in that area took over, recycling bins full of Jackson College mail, checks, several undelivered boxes from Amazon and other carriers had to be sorted and delivered/returned. Weeks of cleaning, sorting, looking at new equipment and

setting up new processes and procedures were put in place and continues today, which includes Amazon lockers in the JetsStore, used primarily by housing. Also implemented a new software, cloud-based system to find the best rates for shipping in both shipping and receiving and the JetsStore.

Security: Our contract with DK Security expired in March 2023 and we were just moving forward on a month-by-month basis as we were not happy with the quality of the personnel we were getting (granted there was a major shortage of employees nationwide). On July 17, the CEO of DK sent me an e-mail, giving the College 30 days notice to terminate our relationship. [Please find the DK Security e-mail.](#)

Again, with Greg's expertise in starting up departments from the bottom, he offered to assist in bringing our security services in-house. I asked him to start by meeting with HR to draw up job descriptions, pull together a budget, host jobs fairs, pull together interview committees, review safety and security equipment needs, etc. Greg and every member of leadership had the ability to interview each applicant. We have hired an incredibly diverse group of individuals, most of which have served in service roles ... Firefighter, EMS, former MDOC with great customer service skills who want to work at a place where they can make a difference in the lives of our students. Currently, we are a few individuals shy of being fully staffed, needing to hire some PT employees.

Housing: On July 24, I put this same administrator in charge of filling the housing units. The College budgeted for 350 full-time residential students and moving the students from "interested to living into housing" to finally being assigned and completing all of the steps, was woefully below the needed number. This administrator worked with the housing staff to identify some choke points and moved the processes along. The end result was over 300 students moved into housing and others have signed up to move in during the Fall second seven weeks. **There was no discussion about this being a permanent move, but something that was necessary to align to the budget.**

[Please find information on the resignation of Hunter Causie.](#)

Going forward:

Since the release of our [PACE Survey Executive Summary](#) in February 2023, the Leadership Council and I have been holding conversations amongst ourselves and across the organization, particularly regarding institutional structure. Please find a [draft Jackson College Institutional Organization Chart](#), parts of which are already in action as outlined below, and the rest of which will roll out in January 2024.

New, posted positions who will all report directly to me and sit on the Leadership Council:
 Chief Academic Officer – newly bifurcated role
 Chief Student Services Officer – newly bifurcated role
 Chief Equity & Community Officer (New head of outreach to the community)
 Chief People Officer (New head of HR)

A situationally stacked hierarchy due to talent / workforce labor challenges and capacity has given rise to complicated, layered lines of communication. This is contributing to a concern of non-inclusive decision-making. By flattening the institutional structure and adding faculty, staff, and student voices to the Leadership Council, the College will come together more efficiently and inclusively when making decisions, much in the same way we did with our most recent Strategic Agenda. Our CampusWorks Process Reimagine and Redesign consultants, who

have been auditing processes across the whole of the organization since February 2023, have informed us that employee buy-in to the Strategic Agenda via the inclusive means by which it was derived, is very rare to see. We will continue that inclusive decision-making style with these institutional structure revamps.

This institutional reorganization will also shuffle the reporting structures, providing employees with more avenues to report concerns, as well as contribute innovation. The Chief People Officer in the Talent/Human Resources department will further advance employee relationships within the College, advance more meaningful internal communications, and further ensure equitable hiring practices at the College, with a specific charge of helping to increase the number of qualified diverse employees.

Treatment of Learners Harassment

Applicable Public Comments:

- La'Trell Hardiman (RSJ Mentor) - 9.11.23:
"Just look around. Do you all really know why everybody here is really here? We all know why. We are tired. We are tired or lost. The racism. Sexual harassment towards students and employees. I'm tired. We all is. It's very frustrating, honestly."
- NaTiyah Jones-Montgomery (Former Employee) - 9.11.23:
"That same person [Greg Klaus] sexually harassed a student. At a going away party that you threw for her because she was transferring schools, he sexually harassed her. Asking her about her sex life in front of me and my other coworkers."
- Muhammed Sangyang (Former Employee) - 9.11.23:
"I also work in the cafeteria under Greg Klaus. And while working there I have witnessed many students either complaining that A) he's getting too much into their personal space or B) he's just being in general, overall creepy. I have also witnessed and heard many discriminatory and predatory practices overall, towards both students of color and female students, and yet nothing happened."
- Marie Anderson (Former JC Instructor) – 9.25.23
"I'm a former instructor. I actually left JC this past summer. I left because I felt unwelcome. I had some experience with racism amongst students and some of the staff. Sexual harassment again among students. I made several complaints. They went unheard from my department dean. It wasn't until someone else, a Caucasian person, my colleague, who made the same complaint, that they actually took notice. So, that happens often. So I just got to the point that I was fed up."
- Sandy DiCesare (JC Employee) – 9.25.23
"My first question is why are there so many people here? I've heard that at Board meetings there's usually not so many people here. So I think that this is a cry for help. We are here, many of us, in support of our students, who, I don't know, I would call it nothing less than abuse in the housing where they live."

CEO RESPONSE:

From the dates 8/23/2022 – 9/21/2023, there was only 1 (one) formal complaint followed by an internal investigation of alleged sexual harassment at the College. NOTE: The full discrimination and harassment claim and investigation relative to Na'Tiyah Jones-Montgomery constitutes an educational record under Family Educational Rights and Protections Act, commonly called FERPA. Consequently, it cannot be released to the general public without Na'Tiyah Jones-Montgomery's consent. Therefore, copies of said report will be made available to the Board of Trustees at the Meeting of their request, for the Board of Trustees to review/discuss in a future closed session pursuant to MCL 15.268(1)(h).

[Please find information regarding Marie Anderson's concerns.](#)

Treatment of Learners

Handling of Learner Complaints

Applicable Public Comments:

- Ariel Maturine (JC Employee) – 9/25/23
“At a minimum, this institution owes our community, our staff, our faculty, our employees, and especially our students an apology. Whether you believe what they said or not, the person who they outwardly claimed, who that same person, Gregory Klaus, yelled at me because I asked for clarification of policies? This man has gotten into my face numerous times. But just like our students who felt like their voices weren't heard, I knew better. I can't go to HR. Because that same person is involved with HR. They are also invaluable. Our students are also invaluable, no matter how many years of experience that you have here at this institution, you are invaluable and so is your opinion?”

CEO RESPONSE:

There is now a newly posted Chief People Officer, directly reporting to the College President, who will oversee all of human resources work going forward. We have also posted a Judicial Affairs Officer position who will be charged with ensuring the rights of students, the general safety of the College, the running of the Judicial Affairs Committee, and effective non-disruptive operations of the College. Further, the student may appeal the decision of the Judicial Affairs Committee to the Judicial Affairs Appeal Committee.

Treatment of Learners

Diversity, Equity, & Inclusion

Applicable Public Comments:

- Kelly Holden-Selby (Learner Parent) – 8.14.23:
“There's no representation in terms of who looks like my child. When I came to orientation, there was not one person that looked like my child. I walked in the door here and the first thing I see was 'Diversity and Belonging'. I didn't get that. I didn't feel that.”

“But when he looks at me and says, ‘Mom, I don’t know exactly if Jackson College is for me.’

We worked and we talked about this since he was in middle school. He’s a walk-on on the basketball team. He’s a kind person and for him to say that to me? That’s very disheartening. That’s disturbing.

If he feels this way, how many other students? How many other children are feeling this? And I just I think that when we start talking about representation of whom we are here to serve, we have to be mindful of cultural indifferences, we have to be mindful. We have to meet people where they are at. We can’t expect them to meet us. We have to embrace that.”

CEO RESPONSE:

In addition to the institutional research on our campus and staff diversity (see statistics on page 33-34), the Chief Equity & Community Officer will have an immediate focus on addressing current DEI challenges. This role will take on a proactive and investigative approach to understanding and remedying existing organizational, curricular, and operational issues pertaining to racial inequity, grievance handling, and ensuring a conducive, safe, and engaging environment for all members of the College community. Additionally, this role involves a strategic alignment with community stakeholders to bolster the College’s relationship and credibility with external support organizations, local community leaders, and the faith-based community.

Additionally, I am working with the two consultants, utilized by Jackson Public Schools, to work with me and the Chief Equity and Community Officer to undertake the aforementioned ‘top-to-bottom’ review of college operations seeking to not only help eliminate all instances of racial bias, but to also assist in the ongoing professional development of employee training on Diversity, Equity, and Inclusion issues. All interested employees will be able to participate in multiple focus group sessions with the consultants so as to understand key themes/issues, and then develop a workplan for remediation – one that will be undertaken by the Chief Equity and Community Relations Officer.

A College-wide Student Life Coordinator position is also posted – this person will be tasked with providing a variety of activities for all students at the College, with a particular emphasis on providing ethnic and cultural activities.

Treatment of Learners Diversity, Equity, & Inclusion

Racism / Cultural Insensitivity / Microaggression

Applicable Public Comments:

- Jacob Inosencio (Former Employee) – 9.11.23
“I’m here today because the Jackson Hispanic Heritage Festival is on Saturday, and that event started last year here at Jackson College when I was an employee here. Unfortunately, for a number of reasons we were not able to maintain the festival being hosted by Jackson

College and that's a huge change. I was a new board member, true Community Credit union. A position I'm very proud of, a position I'm not sure I'm worthy of, but I'm always trying to learn. And as a new board member of True Community I knew that the credit union was trying to invest in Hispanic population in Jackson and invest in Hispanic students.

So I went to True and I said, here's what happens. I would like you to make a donation to the Jackson College Foundation. We'll be the presenting sponsor, about \$20,000. True said, that's amazing. We understand that's a big ask, but this is a community we want to invest in. Here's \$20,000 we've committed to. And because of a lack of organization on the part of the college, and I would like to say that it's not entirely not my fault, but because we were not able to get our ducks in a row between the departments and the foundation; Ultimately, True Community said, you know what, we understand this vision. We understand this mission. We want to continue to invest in it, but we're going to reduce our gift this year and going forward, you know maybe we can reconsider.

And at that time my frustration was pretty severe because Hispanic students in Jackson, Hispanic students, who, by the way, cannot get Jackson College Foundation dollars because we are our last dollar foundation, right? Students who cannot fill out the FAFSA, but they don't have a Social Security number because of the documentation status can't get support. So I thought we can raise this money. We can support these students. And because we couldn't get it together on our end for a number of reasons, the gift was smaller. I stopped fundraising. In the first couple of days I had \$25,000 committed and I was on my way, to probably \$50 or \$60,000 for our foundation to invest in this population, ultimately was only \$13,000.

We live and learn. We've been able to organize a nonprofit, go back to true, they've matched it. So we're going to continue to invest in the Hispanic community, invest in Hispanic students here."

- Sabria Tolbert (RSJ Mentee) - 9.11.23:
"I really like Jackson, but the, the staff here? It makes me, want to leave this"
- Shailynn Walker (RSJ Mentor) - 9.11.23:
"I have no idea what it feels like to be a person of color, specifically black. But I can only imagine what my fellow mentors and mentees have gone through this past summer. I feel they were profiled in stereotypes and there's no place for that in the world, let alone the college campus here. I hope that after today you strongly consider our words and take action."
- La'Trell Hardiman (RSJ Mentor) - 9.11.23:
"Just look around. Do you all really know why everybody here is really here? We all know why. We are tired. We are tired or lost. The racism. Sexual harassment towards students and employees. I'm tired. We all is. It's very frustrating, honestly."
- NiTiyah Jones-Montgomery (Former Employee) - 9.11.23:
"While working in our food service, Gregory Klaus discriminated against me. Made many microaggressions and comments about my hair, about the texture of it, the length of it, the color that I had done, and in the same breath turned around and told a white student that it was OK for her to dye her hair same exact color."
- Sandra DiCesare (JC Employee) - 9.11.23
"I worry that we're being perceived as a racist institution. And I wonder why I worry about that. I'm very saddened by this and hearing all these students tell these stories. This is

heartbreaking. I worry about the students in housing. What is going on over there? This is just terrible. I go home at night and I talk to my friends and stuff and they're like, well, why it's not affecting you? It is, because this is where I work and this is where my heart is. And it affects all of us in student services because we see and we hear from these students, what's going on and it's just sad and there's nothing we can do about it."

- Marie Anderson (Former JC Instructor) – 9.25.23
"I'm a former instructor. I actually left JC this past summer. I left because I felt unwelcome. I had some experience with racism amongst students and some of the staff. Sexual harassment again among students. I made several complaints. They went unheard from my department dean. It wasn't until someone else, a Caucasian person, my colleague, who made the same complaint, that they actually took notice. So, that happens often. So I just got to the point that I was fed up."
- Ariel Maturine (JC Employee) – 9.25.23
"I am tired. During my time here, I've been witness to so many one off statements. Well, it's just one thing. It's not everybody. It's just one thing here. It's just that person. Let it go. How many times have I been told? Well, that's just how that person is. Sometimes you just have to let it go. They've had experience. They've been here for a lot of years."

I was in a group where students were being talked to by different members of this institution. And at one point were told, a predominantly black room of students, "Don't cook fried chicken in your rooms." Now, that's a one-off statement that could possibly be harmless, but essentially to me that was offensive. Whether it was intentional or not.

I've heard things like, well, you know, because of the recent, during this time it was the COVID-19 pandemic, we will no longer allow Chinese students into our institution. There's another one. Oh, it's just another one off statement. I kind of get it; it's where it originated, but how much time, effort and money did this institution pour into building those relationships off seas. Where is our international program today? How many do we have now? Coming from a place where most of my peers as a student employee were international students, where are their opportunities now to have a different life, to go on, to do different things to be greater?

All of these individual instances may not seem blatantly racist, but that doesn't make it less hurtful. Even if I was to ignore all of these one-off statements, all of these well, it's just this person. They've been here all this time and have this experience; we cannot go without their experience. I cannot not listen to the students."

CEO RESPONSE:

In regard to the fundraising opportunity:

On July 7, 2022, Jacob Inosencio (JI), JC Latinx/Hispanic Community Liaison, requested a meeting to "speak about how a fund for the Hispanic community at Jackson College and in our community as a whole might look."

J. Valente (JV) responded, the same day, that he would be happy to meet and wanted him to be aware that the College falls under the jurisdiction of the Michigan Civil Rights Initiative (MCRI) also known as the Ballot Proposal 6-02, approved by the voters in 2006. JV shared that this Constitutional Amendment, forbids amongst other things, any public organization from creating or offering scholarships restricted to a specific group based on race, gender, national origin, etc.

JV shared that he could provide some options to honor the spirit of the law while still helping all students in need. JV shared that JC could create a Student Leadership group, open to all students, like MOM and SOS, and that funds could be restricted for students that participate in that group since it is open to any student regardless of race. Additionally, JV suggested that if JI were not interested in creating a Leadership Group, he might contact the Jackson Community Foundation to determine how they would approach this issue. Following this a meeting was scheduled to discuss options.

Soon thereafter a post on FB shared that a Hispanic Heritage Festival event hosted by Jackson College would be taking place. It also stated that a local financial institution would be the presenting sponsor. In speaking with VP Cindy Allen, and others, it appeared that this was not an event that she or Marketing were aware of or had been developing materials for.

JV shared with Ms. Kelly Crum (KC) his concerns regarding liaisons or others representing the College by soliciting gifts without the collaboration, input, training, or guidance of the Foundation/College. Engaging in conversations with major donors, offering unvetted and unapproved sponsorships, and engaging in commitments on behalf of the College poses risks both from a legal and long-term relationship perspective with donors, which is why [College Policy 1505](#) was created.

JV and Ms. Julie Hand (JH) shared with JI and KC that per that policy only the Foundation or programs working in concert with the Foundation can solicit funds on behalf of the institution, programs, or departments and that only the Foundation may receive, receipt and acknowledge gifts, or create sponsorship packages with consulting Marketing.

JI solicited a local financial institution to be the Presenting Sponsor at a level of \$20,000. Included in this package commitment was *"Company logo on all marketing materials, mentioned in every press release, interview, and promotion. Introduces entertainment, highlighted, and thanked throughout the festival, and mentioned in follow-up promotional materials"*. This offer of goods and services in exchange for a donation essentially bound the institution to terms that had not been discussed with the Foundation.

Had the Foundation known this would be the case, and that this donor was willing to make a \$20,000 commitment, we would have looked at the rest of the year's solicitation plan for that organization to ensure they were not solicited by other departments and programs on campus.

When solicitations are made outside the partnership with the Foundation there is no coordination of efforts, donors can receive multiple and conflicting requests from different entities of the College, relationships that have been cultivated for years can be undermined, and it could cost the organization many multiples of what any one department may be asking of them.

These situations can cause frustration for sponsors and donors. It is crucial that we have consistency and alignment in our sponsorships. When some College events, programs or departments offer all the benefits proposed for \$2,500 or \$5,000 that the Hispanic Heritage Festival was offering for \$20,000, donors begin to wonder how we determine these values.

When departments do not partner with the Foundation, we cannot ensure that IRS rules and regulations are followed, and that acknowledgements are produced in compliance IRS regulations, especially when sponsorships are involved. Lastly, when the Foundation has not

been made aware of gifts received it can create embarrassing gaps in record keeping, inconsistent acknowledgements, ill-timed solicitations, lack of coordination of efforts, etc. We run the risk of the institution looking disorganized and unprofessional.

Looking at this practically, in any given year, Donor A or Business B could have received the following solicitations:

• January:	MLK Dinner Sponsorship	DEB
• February:	Sportsman's Banquet Sponsorship	Athletics
• June:	Juneteenth Sponsorship	DEB
• May	Spring Donor Appeal	Foundation
• August/Sept	Hispanic Heritage Sponsorship	DEB
• October:	Golf Outing Sponsorship	Athletics
• November:	Reverse Raffle Sponsorship	Athletics
• Fall:	Starry Night Sponsorship	Foundation
• Winter:	Dick Wendt donations	Foundation
• Year-Round	Special Projects	Foundation
• Year-Round	Major Gifts	Foundation
• Fall	Annual Campaign	Foundation
• Fall	Athletics E-Campaign	Athletics

While we internally might consider each of these to be separate events, separate departments and separate entities, donors see it as near monthly requests from Jackson College. We have specifically been told by major donors to organize, coordinate, and align internal efforts and not ask them multiple times for money.

On 7/29 JI requested a meeting stating:

"I am trying to iron out the language around fundraising and soliciting sponsorships for the Jackson Hispanic Heritage Festival. The sponsorships will support a scholarship that will support a yet to be named student organization. This organization will operate similar to MOM and SOS so that scholarships can support students without violating any rules. I am wondering if I can get some guidance Monday about how to best set this up, the language for donors, and where to have sponsors agree to send money to."

JV responded on 7/29 reiterating:

"Yes we certainly need to have a conversation before any solicitations are made. We do have a very clear college policy on this.

The foundation is the fundraising arm of the college. You will need to have your prospect list approved before you talk to donors as we may already be working with them on other gifts. We will also need to see any materials before they are sent or shared to make sure all state of Michigan and IRS guidelines are met etc. there are regulations that must be followed when soliciting funds.

I have some time open in the afternoon on I believe. Julie? "

A meeting was scheduled for the following Monday, (8/1/22). JI had accepted the meeting invite but was unable to make the meeting due to an appointment running late.

Given JV's responsibilities and workload and the transition of the Foundation, JH, who was Associate Vice President of the Foundation at the time, took over conversations from here with JI. JH reiterated that he could not have a Hispanic only scholarship without creating a student organization open to all.

JI was instructed again on August 25, 2022, by JH, that all gifts to support the College or its programs were to be made payable to the JC Foundation and delivered to the Foundation only for processing and deposit with the Business Office.

The businesses and organizations who provided support for the Hispanic Heritage Festival were provided invoices by the Foundation on October 2, 2022, after receiving the final list from KC. On October 3, 2022, JH worked with the Business Office to establish two revenue accounts for the checks to be deposited into – one for the festival and one for the yet-to-be created student affinity group. On this same date, KC indicated that that there was no need for an account for the student affinity group, just the festival only.

JI was delightful to work with and his positive attitude, enthusiasm and drive is contagious. It is understandable to processes may seem burdensome and restrictive to newcomers. While it may seem that is the case, as outlined extensively above, we must take an organization wide, long ball view to cultivating and nurturing relationships. We are duty bound to look at the College, as a whole, in light of all initiatives that entail raising money and support and work with senior leadership on solicitation plans that align with long term organizational goals. This program clearly fits that niche, the situation simply was out of synch.

We were so impressed with Jacob's enthusiasm and drive in his work as a JC Community Liaison, that JH had a conversation with JI to see if he would be interested in a job working for the Foundation. JH did have this conversation via phone on March 24, 2022, but he indicated that he was focusing on other personal or entrepreneurial initiatives rather than fund development.

[View supporting emails and the College's Internal, External and Non-College-Related Fundraising Policy.](#)

Below are links to the College's Employee Handbook the College's policies on non-discrimination, sexual discrimination, and harassment.

- [JC Employee Handbook](#)
- [Non-Discrimination Policy](#)
- [Sexual Discrimination/Harassment Policy](#)

Via the [sexual misconduct awareness](#) page on the JC website, please find all the College currently has in place for students and employees to report incidents of any nature:

- The [Discrimination & Harassment Complaint Form](#) is the most actionable manner in which an incident can be investigated.

- The Tip Line 411 is an anonymous option for individuals to report incidents. This tool is most helpful for insight into problematic student culture issues, but it is difficult to do any type of investigation without names or details.

The Tip Line 411 reports for the past 12 months (9/1/22 – 9/1/23) constitute educational records under Family Educational Rights and Protections Act, commonly called FERPA. Consequently, they cannot be released to the general public without student consent. Therefore, copies of said reports will be made available to the Board of Trustees at the Meeting of their request, for the Board of Trustees to review/discuss in closed session pursuant to MCL 15.268(1)(h).

- Going forward, the College will utilize a 24/7 external tip line managed externally, details below:

Everbridge 360™

Dan Sullivan, Safety and Security Manager, has a demonstration scheduled on October 19th with Everbridge 360™, a company that provides organizations with emergency communication tools. A proposal is expected soon after the demonstration for consideration.

What is Everbridge?

Everbridge 360™ empowers organizations to anticipate, mitigate, respond to, and recover stronger from critical events. Their unified platform digitizes organizational resilience by combining intelligent automation with the industry's most comprehensive risk data to Keep People Safe and Organizations Running. They offer mobile access to critical information, emergency hotlines and panic buttons.

Why Everbridge?

Everbridge empowers resilience.

- Delivering billions of critical interactions on behalf of enterprise and government organizations each year.
- Trusted by 6,500 customers to keep their people safe and organizations running.
- Proven 358% ROI from reduced business interruptions, according to Forrester.
- Recognized by G2 as a leading brand in incident management.
- The most complete, end-to-end suite of solutions for managing physical and digital critical events.

How Everbridge can help?

Communicating with employees is critical. As an organization, you'll want to be able to alert employees of an incident, check in to see if employees are safe and provide further instructions as an incident is ongoing. Everbridge offers a number of applications that can help organizations prepare for and respond to workplace

incidents (physical violence, harassment, intimidation or threatening disruptive behavior).

DEI Training:

All employees are required to complete the Implicit Bias and Microaggression Awareness course annually. During the period of September 1, 2022 – October 11, 2023 292 employees completed the course. As of today, 23 employees are past due for completing it for the current year.

Below is the applicable Employee Training Plan currently in place via Vector Solutions:

Employee Training Plan

New Hire Training Plan – All Positions

Course	Due Date
Bloodborne Pathogen Exposure Prevention	7 days after start date
Discrimination Awareness in the Workplace	7 days after start date
FERPA: Confidentiality of Records	7 days after start date
Sexual Harassment: Staff-to-Staff	7 days after start date
General Ethics in the Workplace	7 days after start date
Jackson College Code of Ethics (custom)	7 days after start date
Title IX and Sexual Harassment Prevention for Employees	7 days after start date
Implicit Bias and Microaggression Awareness	7 days after start date

New Hire Training – Student Employees

Course	Due Date
Customer Service Overview	30 days after start date

Annual Mandatory Training – All positions

Course	Due Date
Jackson College Code of Ethics (custom)	365 days after prior completion
Title IX and Sexual Harassment Prevention for Employees	365 days after prior completion
FERPA: Confidential of Records	365 days after prior completion
Implicit Bias and Microaggression Awareness	365 days after prior completion

Annual Training for Special Groups

Course	Assigned to	Due Date
Campus Security Authorities	Identified CSAs	Assigned in Fall semester
Reasonable Suspicion for Drug and Alcohol Use in the Workplace	Administrators	Assigned in Fall semester
Conducting Job Interviews	Members of Search Teams	365 days after prior completion
Hazard Communication: Right to Understand	Facilities staff	365 days after last completion

Vector Solutions provides a couple of additional DEI related courses in Vector Solutions these are available for anyone to complete but are not currently required.

Diversity and Inclusion: Faculty and Staff – course provides college and university faculty and staff members with a basic understanding of diversity and inclusion, as well as strategies to help maintain a discrimination free environment. Topics include: terminology and regulations, identifying problematic behaviors and proactive strategies to increase diversity awareness.

Diversity, Equity and Inclusion (DEI) Practices: Staff to Staff – goal of this course is to provide staff with an awareness of how a diverse workforce strengthens an organization. The course examines behaviors, both unintentional and intentional, that can discriminate or contribute to a hostile work environment.

International Student Data:

The College has welcomed a robust number of Guangdong students in the past 2 years.

- 2021-2022: 68
- 2022-2023: 289
- 2023-Present: 206

The food-related Maxient Incident Reports for the past 12 months (9/1/22 – 9/1/23) constitute educational records under Family Educational Rights and Protections Act, commonly called FERPA. Consequently, it cannot be released to the general public without student consent. Therefore, copies of said reports will be made available to the Board of Trustees at the Meeting of their request, for the Board of Trustees to review/discuss in closed session pursuant to MCL 15.268(1)(h).

Treatment of Learners

Diversity, Equity, & Inclusion

Discouraged Advocacy / Retaliation

Applicable Public Comments:

- Na'Tiyah Jones-Mongomery (Former JC Student Employee) – 9.25.2023:
"I'm back. Came here for a update for the question that I asked last time I was here. That question that I asked was, "Do you care about your black students?" And that question has been answered. Y'all do not care about y'all black students because y'all released countless emails and interviews attacking my character and saying that I lied. I did not lie, for the record. I joke and I kid, but I do not play. Y'all publicly mentioned me, basically telling all the students and faculty here that I lie. That people sending me texts and calling me asking if I lie because it's something you all released. Y'all tried to destroy my character and attempt to make me back down, but it did not work.

You, President Phelan, you came to the Sisters of Strength and Men of Merit meeting and said you came from nothing. That was a slap in the face. Your nothing is everything to a black person. We could be in the same tax bracket and you still would have more than me because of the color of your skin and if you can't acknowledge that, that's a problem. Instead of

acknowledging it and may y'all grow, taking steps in the right direction, y'all decided to publicly bash me, which is insane. Saying I lied is insane. Me? The person that helped the homeless, the person that is there whenever you need them, I lied? That's insane. Y'all are trying to destroy my character and attempt to make me be quiet. I don't respect that. I don't have respect for you, you, you, you, you, you, you, and definitely not you.

You know, just educate yourselves and do good. You gotta realize that because of the color of my skin that I'm gonna get treated differently, that we have disadvantages regardless of who are poor or not. While you were learning "a" stands for apple, I was learning that "a" stands for abomination. And for everybody in this room, there is an essence in black people that if you reach deep down and touch it and bring it forward, that same black person today will be doing something greater tomorrow. And for all the people that, everybody that support me, I respect that. Y'all reached in and touched something deep down inside of me. Even though I'm terrified of backlash, of risking my education, my housing, my safety, my parents is worried about me. My family's worried about me. Everybody here is worried about me. Because of instead of acknowledging where y'all went wrong, you made the decision to decide to publicly bash me and make me seem like something that I'm not.

And my question to y'all is the way that y'all are covering each other up, the way y'all got each other's back, are y'all ready to die behind each other the way that I'm ready to die for everybody in this room to get this right? It's not just me, it's everybody else in this room, the staff, the faculty, the students, we want better and we're tired. And instead of acknowledging that y'all were wrong, you tried to publicly chain me to get me to stop speaking out. Now I'm far from done. This is only the beginning, and it is only going to get worse."

CEO RESPONSE:

The full discrimination and harassment claim and investigation relative to Na'Tiyah Jones-Montgomery constitutes an educational record under Family Educational Rights and Protections Act, commonly called FERPA. Consequently, it cannot be released to the general public without Na'Tiyah Jones-Montgomery's consent. Therefore, copies of said report will be made available to the Board of Trustees at the Meeting of their request, for the Board of Trustees to review/discuss in closed session pursuant to MCL 15.268(1)(h).

Na'Tiyah has been welcomed by myself and the Jackson College community to share her concerns via due process, personal meetings, Board meetings, and public protest, without discouragement or retaliation. The word "misinformation" that I used to describe some of the information she was sharing was not intended to insinuate that she was lying, but rather to clarify that the information she was sharing was incomplete. Her concerns had been thoroughly investigated and the investigation did not garner sufficient facts to corroborate her claims. I regret using the word "misinformation" and have apologized to Na'Tiyah.

I have continued to demonstrate empathy and compassion for Ms. Jones-Montgomery as most recently demonstrated by my meeting with her in advance of the FOIA request from Channel 6 news. I made sure that she understood what a FOIA was, the content of it, and possible outcomes once Channel 6 news was in possession of it.

Please find the [Note to the College Community from President Phelan – 9.12.2023](#) that was sent to all JC employees and students.

Treatment of Learners Diversity, Equity, & Inclusion

Inequity / Wrongful Punishment

Applicable Public Comments:

- Diana Agy (JC Faculty) – 9.25.203

"My name is Diana Agy, and I've been the Endowed Chair for Regional History here at Jackson College, and I was asked to come and speak with you about a couple of incidents I participated in and with and around at Jackson College related to racism.

So, the first instance involves a student. At Jackson College, the most important thing on this campus are our students. During the COVID pandemic, I want to praise the Board and praise our College because we really did a Herculean effort to get everybody back and safe, and so I appreciate that more than you know.

Always, when you do something that quick and that fast and that successful, there's going to be glitches. There was a glitch, and I'm sure this time representation, there's a myriad of people who also suffered. During the pandemic, there was a young man, and he was in the dorms, and he was a basketball, he is a basketball star. And he's a scholar. He's a writing fellow, top notch student, no disciplinary actions other than he had to go home because his mother was dying and come back from Indiana. Drive to Indiana and come back. His mother was dying. If ever there was a case for equity, that would be the case. So when the clock ticks past midnight, when you have, he's one strike. He did not check in to say I don't have COVID. That happened a couple of times, and he got a couple of passes, but he had a mother who was dying, a scholar student, an African American student, and he was told that he was a danger to the campus in writing. Do the emails, I want you to look at the very first package, just thumb through when you go home. There's pictures of the show man in the packet. He's a beautiful young man. He's there with his basketball stars. He's there doing community events. I have 42 pictures of this young man giving back to the community. And we told him he could not be on this campus, that he was a danger to the campus because he didn't take a check in. When our other students drive in and they might have missed, and there was no one checking on them. So, I just started gently asking 18 pages worth. Can we review this? Can we mitigate this? Is there something we can do? He doesn't have COVID. He said he'll test twice a day. Is there anything we can do. His mother died on Thanksgiving Day.

No, we will not do it. Thank you for your concern for your students. So, as a faculty member, as a recipient of a County award, they only give one of those out a year, diversity, equity, inclusion, Ypsilanti, Michigan. They have a Spring diversity award. Outstanding faculty at University and Community College, and I was afraid to say. How is that possible? And I did and I pushed and I pushed in a general way. Can we look at this? So, the whole campus was forgiven. And then I asked, can you come to the Martin Luther King event because he was an invited guest and ambassador from the Foundation of the department, can he come and sit at the table with all of us? Yes.

The very next day he received that letter from our College saying because you went to the Martin Luther King event, you are hauled off of campus. If your face is seen on our campus again and you can read it, you will be arrested. Took an African American medical student and told him he's a danger because he didn't check in for medical check in when his mother was dying. We invited him to an event, a Martin Luther King event, and when we invited them the next day we almost arrested him for attending the same event, and it's all in writing.

So, I asked, is this true? He's kicked off campus? He can't come back? He can't do his classes. And Trustee Hoffman, he failed his classes. How does he catch up? And then forget the basketball, the thing that would assuage his grief, he couldn't play basketball. So, we stand in the gap for students like that, don't we? Yeah, exactly. That's an example. The community embraced him. The community took him under their wings. You'll see pictures of him on our Facebook page, reaching out to the community, a member of the House of Representatives is coming to look at his work with Roosevelt Starger(??), one of our alumni. They're wanting to a street after him. It's that young man who did the research when he wasn't allowed on our campus. I can't make it up."

CEO RESPONSE:

Information relative to this basketball player's removal from campus are educational records under Family Educational Rights and Protections Act, commonly called FERPA. Consequently, they cannot be released to the general public without the basketball player's consent. Therefore, copies of said report will be made available to the Board of Trustees at the Meeting of their request, for the Board of Trustees to review/discuss in closed session pursuant to MCL 15.268(1)(h).

Treatment of Learners Diversity, Equity, & Inclusion

Non-inclusive Decision-making

Applicable Public Comments:

- Kelly Holden-Shelby (Learner Parent) - 9.11.23
"I'm a mother. And again, my heart hurts because I feel the pain. I had my son home in that ice storm. I can't imagine my child laying on the floor, cold. I can't imagine that. These are things that we have to have a good, building relationship with your student body. And on the side note, what I just found out tonight? And I'm very disturbed by this. The relationships that our staff, our faculty, our teachers, have with these students. Are they building relationships? Are they breaking them down? These are young men and women 18, 19 years old. We're not in high school anymore. Why are staff giving us signed seating to individuals? When my son is 18 years old, ask the teacher. Can I just sit up there? Because that's where he's chosen to sit in his past academic classroom because that's where he learned. The adult learning theory says people learn differently and for her to say, "No. I have the seating."? Thank you.

These are relationships and again, are they staff, are they building them with the students? Or are they breaking them down? Do they feel comfortable to be able to talk to staff? Because this is a higher learning campus. We're not teaching the right things."
- John Willis (Jackson Community Leader) – 9.25.23
"Finally, we must address the broader issue of decision making that affects minority communities and students without gaining input from those very communities. This approach reflects a lack of understanding of the gravity these decisions have on the said communities. The decisions that have been made have affected the confidence of the Jackson Community.

They have caused us to question the value of the Community's presence here on this campus. It is your obligation to ensure that these decisions are made with the full understanding of their impact and that the voices of those who be affected are heard and valued.

In June, I spoke with this Board on decisions made 100 years ago still impact our neighborhoods today. We reviewed the importance of revising and reviewing and recreating policies with inclusive and participatory platforms to address potential disparities. I ask that you reconsider some of your recent decisions using an equity lens and the value of the valuable Community resources you have to this Board. These challenges may be daunting, but together with inclusivity, collaboration, and consideration of all communities we can overcome.

In conclusion, I stand before you again not to criticize, but to urge you to reflect on the decisions you have to make and their profound impact on the Community we serve and on Jackson College. In the face of mounting public pressure, today's constant stream of a variety of social media, I ask that you simply remember the words of Dr. Martin Luther King who said, 'The time is always right to do what's right.'"

CEO RESPONSE:

Please revisit the RSJ timeline starting on **page 17** indicating the avenues taken to practice inclusive decision-making with former Chief Diversity Officer, Kelly Crum. Additionally, with Kelly Crum's help, over 15 leaders from the Jackson African American community had been formally invited on campus and attended meetings with Kelly and I on 2 separate occasions (June 13th and August 17th), to forge a pathway together for our students and the community. Additional meetings were scheduled throughout September and October, but those meetings were declined by the majority of the Jackson African American leaders following Kelly's resignation. I, along with Interim Chief Diversity Officer, Antoine Breedlove have been meeting individually and in small groups of these leaders this past month to understand how Jackson College and I can do better for the African American community, as well as for the broader underserved communities of the tri-county area.

Organization Culture / Treatment of Staff **Culture of Fear / Employee Targeting**

Applicable Public Comments:

- Sandra DiCesare (JC Employee) - 9.11.23
"I am also concerned and worry about employee targeting, which I won't go into right now. And I want, I understand why so many good people have been leaving this institution. It comes to the point where it's your health, physical and mental, or staying here and trying to bang your head up against the wall."
- Jenna Pruette (JC Faculty) – 9.25.23
"I am an Associate Professor of Biology and I'm also the chair of the Science department here at Jackson College. This past week. Really, the past few weeks I have been either part of or

have observed groups of staff and faculty discussing the events from the last Board meeting, and what might happen tonight at tonight's Board meeting? Each time the same question would come up. Are you going to speak at the Board meeting? And each time the answer was, I can't. I need this job. People are afraid to speak up here at JC. This culture of fear at Jackson College is palpable, and has been for years, not just in the last few weeks. Although leadership pretends to offer opportunities for open communication, no one speaks up in criticism because there is a fear of reprisal, being targeted, and losing one's job. If this is news to you, consider your source. I ask you the question, because I'm a faculty member and I teach students, I always ask them to question, are you being given the true picture of what's going on at Jackson College? Are all of these people here because everything is fine?"

- Kandice Karll Newsome (JC Employee) – 9.25.23

"I sat during the last Board meeting. I sat there to support our students, because I knew that I had to be quiet. Today I stand here before you because I know that I need to stand and I know a lot of these people here tonight are not comfortable taking this stance.

I know that I have a target on my back for that. I feel that. I wake up with it every day and I have for the past several years. I worked all during COVID because I wanted to believe that what we were still doing was important. I was here every day. My department wasn't here, but I helped. I helped facilities; I helped security. I did anything I could. I worked that check-in booth, too, every morning here at 5:00am. Here at 6:00am because I believed in what we were doing. I was here. The past two weeks sitting here, it's been horrible. All I have seen is the truth of the thing that I thought I was the only one facing and the fear of retaliation and knowing that what is going on here, like it's kind of, you know, muttered and it's quiet, but then realizing the number of people that also feel the same way. And to feel that there is a target on their back. There's a noose around their neck. They can't speak up. We don't feel comfortable having a voice. It sucks very much to know that the JC staff, faculty, and even more so, our students, if you look around, and you're going to have a lot less students tonight because they're concerned, because people have reached out to them, people have said maybe you don't need to do this. Your future is at stake. All of our futures are at stake, too. We love what we do here. We're here for our students. When you talk about ownership and loving your students and things like this, you can't do it anymore than most of us do here. And we're here tonight on our own time to show you how much and what we're here for.

I'm personally afraid of the backlash that we'll all see from this, but your policy, your governance policy states that we should not have any retaliation. We should be protected. We should be able to speak up and say our piece. It is your policy Board. We hope that you will enact that. And we hope that you will make this a safe space. Words on paper don't protect us and when the actions are shown over and over again, that this has become gradually more so, it's picked up speed and momentum, and it hurts so much that this institution is allowing and condoning practices develop violate federal policies. It is occurring, it's occurring under your watch. And that hurts."

- Sandra DiCesare (JC Employee) – 9.25.23

"For years, there's been there's been a dirty little secret here, which is called employee targeting. I tried to find it, like a definition of it. I Googled it. I couldn't find anything but bullying, but if you've ever been a target employee, you know exactly what I mean. It is difficult to describe and you just know that you feel that the school does not want you here anymore. I dare say that there have been many people in this room that have been targeted, me included. And I dare say that there are many more that have just left and there are former employees in this room that have been targeted and even escorted off campus. It has taken

our brave students to come forth and give us our voices. We should be the ones caring, educating, mentoring and leading them forward. But I think right now they're the ones that are doing it for us. If they have not come forward, I don't know if many of us would have come forward. And President Phelan, you wrongly gave me credit for leading them at the last meeting. I did not lead them. They came themselves. I was just making sure that they got inside and got seated and were able to speak.

Last time, I think, President Phelan, I'm sorry if I misspeak, but you said you weren't aware of a lot of this that was happening. It is your job to know what is happening. I believe that you are responsible because you are the head of this College, and you should shoulder the responsibility of what's going on currently."

CEO RESPONSE:

Through the challenging events of the past two months, I have fostered a direct line of communication to me with the students and employees via some small groups and numerous individual meetings. The candid and blatant communication that I have received has given way to a new awareness of confusing behaviors, an awareness upon which we have taken action. In addition to the institutional structure shifts and additions aforementioned in this report, we are currently in the process of setting up Diversity, Equity and Inclusion, and Sexual Harassment training sessions for all administrators as soon as they can be scheduled.

Organization Culture / Treatment of Staff Distrust of Administration

Applicable Public Comments:

- NiTiyah Jones-Montgomery (Former Employee) - 9.11.23
"I reported it to HR three separate times and I have the documentation to handout to anybody that wants it. I recorded it three separate times. I reported it to Keith. I reported to Ms. Cindy Allen. I reported it to Momo. I reported it to Jennifer Dobbs. I reported it to Alicia. And I told you President Phelan, in person. I have all the documentation.

So I ask you again, do you care about the black students? Because when a black woman was asking for help and using the loudest voice that God gave her, I didn't get no response. I was fired. Cindy Allen told me to resign from my job and after I told her, I said that I enjoy that job and I enjoyed that job. I was fired.

So again, and I can't stress this enough, do you care about the black students? Not just the ones that's the athletes, not just the ones that benefiting you? You care about those black students, the one with different color hair, the one with a wide nose, the one with pink lips, the ones that look good, the ones that look ghetto, the ones that walk around yelling, screaming. The ones who talk properly, the ones that you think act like, do you care about those black students? Because like black woman was not heard. I went to multiple people. John Lewis, a black activist, he said, "Get in good trouble. Get in necessary trouble." And with that being said, with the information that I have, I'm going to the public."

- Muhammed Sangyang (Former Employee) - 9.11.23:
"I'm here but I had second thoughts about being here. I had second thoughts about being here for fear of retaliation. I had second thoughts about being here because I didn't think anything was going to happen. I didn't think anything was going to change whether I speak or not. But I decided, you know what? Sometimes you just have to say something."
- Sandra DiCesare (JC Employee) - 9.11.23
"One thing that I will say, is that I've worked here for 38 years. I've worked here longer than some of you have been alive. I've been through 3 presidents and five job changes and I and I've never seen the College in such a state as it is now. And it hurts my heart, because one of the passions that I have, along with all the other people that I know in student services and Walker, is that we do care about our students and we do love them and people will spend their own money to help our students. We're always told that we need to love our students. And we need to do this. And we need to do that. And we do. And we're also told that we should be owners and not renters and while I don't know how we can own when we don't feel like we can, so we're always just renters.

I believe that the administration is not in touch with what our students need and what they have to say."
- Jenna Pruette (JC Faculty) – 9.25.23
"Getting to the root of some of the things here, do you trust the findings of an internal investigation? You're all here today to make sure you receive information from more than one source. If you are interested in reaching out to me or my colleagues, fellow faculty who are here today, we are here because we wanted to share with you. I'm sure that we would be happy to speak with more at length when we have more time and to share our contact information with you."
- Steven Albee-Scott (JC Faculty) – 9.25.23
"I also really am not going to say much because of that Nat just said. I think she pretty much covered everything. I would say that it looks like you guys have the opportunity and the information to do an external investigation, just as Dr. Phelan had suggested, when he first responded to what was going on. I think that's probably the best course of action, and it's probably wise because a lot of this stuff, a lot of the problems that you hear will be uncovered, figure out how to solve them, and you can make Jackson College a much better place through that."
- Sandy DiCesare (JC Employee) – 9.25.23
"I'm here with maybe some concerns, some observations, and some questions. I voiced last time that I've been here for 38 years and I've never seen the college in such a state. I believe the state of the state of the College is at an all-time low. The housing students are distressed and living in a hostile environment and employee's moral is definitely damaged."

CEO RESPONSE:

The mutual trust that Jackson College and the Jackson community have enjoyed in the past will need to be re-earned by actions. We are starting by acknowledging and recognizing the concerns and hardships of our students and employees. This very recognition is being intentionally operationalized by inclusively decided upon change. A large part of that change is change in communication and redefining a common language that brings us to the same

page. I have met with the Superintendent of Jackson Public Schools to learn about the organizations helping the school district with diversity, inclusion, and belonging goals, as well as undertaking an extensive diversity audit of the schools. I am currently holding meetings with these organizations to determine their availability to help Jackson College.

Organization Culture / Treatment of Staff Diversity, Equity, & Inclusion

Racism / Cultural Insensitivity / Microaggression

Applicable Public Comments:

- La'Trell Hardiman (RSJ Mentor) - 9.11.23:
"Just look around. Do you already know why everybody here is really here? We all know why. We are tired. We are tired or lost. The racism. Sexual harassment towards students and employees. I'm tired. We all is. It's very frustrating, honestly."
- Marie Anderson (Former JC Instructor) – 9.25.23
"I'm a former instructor. I actually left JC this past summer. I left because I felt unwelcome. I had some experience with racism amongst students and some of the staff. Sexual harassment again among students. I made several complaints. They went unheard from my department dean. It wasn't until someone else, a Caucasian person, my colleague, who made the same complaint, that they actually took notice. So, that happens often. So I just got to the point that I was fed up."
- Keilah Sanders (Former JC Employee) – 9.25.23
"As a former Foundation Coordinator, my issues with racial inequality at JC began at the onset. First by not receiving an adequate salary for what I was required to do. Then by intentionally being left out of meetings requiring my knowledge, and finally by being told that an investigation would take place into my concerns only to be wrongfully terminated using the at will employment tactic as a scapegoat. What occurred on the day of Monday, July 24th, 2023, and even after the event was racially motivated, I believed, and I am Black, as you can see. And I was the only service provider at an event that was targeted and required to provide proof of insurance just minutes before I was scheduled to begin setting up in the event. My boss at the time knew about the event three months prior. Again, no one else was required to provide proof of insurance in order to provide their services, only me. The event that was held on Monday, July 24th in these very rooms with a timeframe of 8:30 AM to 3:30 PM to accommodate the setup and breakdown of equipment, items, and products for all those providing the service. It was organized by TRIO. And April 3rd, 3 months prior to the event TRIO contacted me and asked me to participate in the Wellness events for mental health, then eventually to provide hand and arm massages at the upcoming Take A Break Event, which I agreed to do. On the day of the event, literally the morning of, a little after 8:00 AM, Julie Hand came into my office while I was conducting my daily tasks and getting ready to head to the location to set up for the event and told me that Joyce Dunbar had asked her to have me provide insurance for the service that I was providing at the event that day. I told Julie that I wasn't required to carry insurance for services that I provide for free at events such as this one, and Julie instructed me to e-mail proof that I didn't have to carry insurance to Joyce and I immediately provided detailed documentation from the Michigan State Licensing website regarding the

requirements of insurance for estheticians and an e-mail that I sent to Julie, Joyce and I cc'd the TRIO organizer. The documentation confirmed that I was not required to provide insurance in order to provide hand and arm massages at this event.

I believe that Julie and Joyce were trying to sabotage my participation in the event, and I later found out that out of all the other participants providing mental health and wellness services I was the only one required to provide proof of insurance to Joyce. The other vendors were white, including an outside vendor who brought in emotional support dogs in which the dogs literally touched, licked, and rubbed up against and played with JC students and staff. Yet that vendor was not required to bring any kind of insurance for the event. In an attempt to forgo paying me for a full day for that event, the following week, Julie was on vacation and Joyce came into my office just a few days before pay day. Upon entering my office, Joyce stated that I was only supposed to provide hand and arm massages during my lunch hour and if I didn't have insurance, and since I stayed for the whole event, that I would be paid less the time that I participated in the event. I told Joyce that she never responded to the last e-mail that I sent regarding the insurance and she said that she didn't know that I sent another e-mail. Then she said that she must have overlooked it. Then Joyce changed her story completely and said, well, this isn't about insurance, anyway. This is about your approval from Julie getting your permission to participate in the event. I said Julie has known about this event for months. She never informed me that I couldn't participate in the event. In fact, when I initially told her in a Foundation staff meeting that I was recruited by the TRIO department at JC to provide hand and arm massages at the event, she stated that she was happy about my participation and said so during the meetings leading up to the event."

- Tiffany Thomas (JC Employee) – 9.25.23

"I started working at Jackson College in 2020, right before COVID and from January to March of that year I never wore my natural hair just for the simple fact that I was scared to just be one more thing that would be brought up in conversation behind my back, being the only staff member who was a black woman in student services at the time. After we returned back to campus, I decided to wear my hair. It took me two years to make that decision because I decided during COVID to cut it all off. Sorry. It took me two years to make that decision just to come back to work and be called "sassy" all day by a co-worker, and I asked her to stop multiple times.

I brought this up to her supervisor, as it made me very uncomfortable. It is a very aggressive microaggression, and it would make anyone uncomfortable. And nothing was done. And she continued to do this every time I wore the hair. For an event called Spooktacular the same year I decided to wear a wig that I loved. I spent a lot of money on that wig, and I couldn't wait to wear it. And on the way to school for the event, I was joking with my friend, just saying, I wonder how this is going to go. I'm really nervous, but we'll see. Not even being in the building for two minutes, the Director of HR, Joyce Dunbar, tried to grab my hair twice without my permission. When I told her not to do that, she got upset with me. Not even 3 minutes after that, the Director of Marketing, Dotty Karkheck, actually grabbed my hair from the back and asked me, is that your real hair? I was so upset. I cried in the bathroom, and I'm so happy I decided to bring that extra wig because I immediately changed it into bun. When I reported it, nothing was done, but being very comfortable in speaking my mind and just having a relationship with Kelly Crum, she was there for me. And she really tried to make something happen for it, but in the end, nothing was done. It wasn't even brought up to Cindy Allen or anyone. When she talked to them, she called me back and she told me that they cried. And I just didn't take it well meant."

- Kristin Stockbridge (JC Faculty) – 9.25.23
“I am the current Chair of Allied Health. I am also our Curriculum Chair and I oversee a number of Health Science programs. I didn't bring anything here prepared. I just kind of wanted to see what others said and be ready to speak. And there are a couple of things that I want to share after hearing others talk. My colleagues have been amazing. And Jenna and Steve are so amazing. They are saying things that all of us feel. I've been here for 13 years. When I came here from Baker College I was so excited to come to Jackson Community College. It was, to me, having grown up in the small town of Owasso, which had very little diversity and getting into his community and Jackson is my home. Jackson is my home now, and my mom moved down here. This is, people say, from Jackson, MI. I love it here. And when all of this first happened at the Board meeting a couple weeks ago, and of I'm sharing with my husband, he's originally from Orlando, and he loves the area too. And he was talking to a friend who was black. He lives in Jackson. And my husband was telling him all that's going on at the College, and you know what he said? Everybody know Jackson College is racist. It broke my heart. I don't want to hear that. I feel that I'm racist because that's the way people perceive us here. And that's not fair to us, that's not fair to us who try to do everything we can for our students.

I was part of the Ready Set Jet when they came through our SIM lab and we saw this excitement in their faces. And I have these students are like I'm going to be a medical assistant. I'm like, yes, come do this. I want to have you in the program and they're like Oh well you know we have to do this other stuff and then. There wasn't even an option. We are told at Convocation that we have to increase completion. We're doing everything we can to increase completion. We can't prevent students from leaving because the fact that I don't feel safe here. And the program review, we do a program review every five years. Every single time those of us in Health Science are told we need to increase diversity in our programs. Well guess what, they usually have at least the year of classes before they get to us. We can't get them to stay. Why are they not staying, that's the question?”

CEO RESPONSE:

[Please find follow-up for Marie Anderson's comments.](#)

[Please find follow-up for Tiffany Thomas' comments.](#)

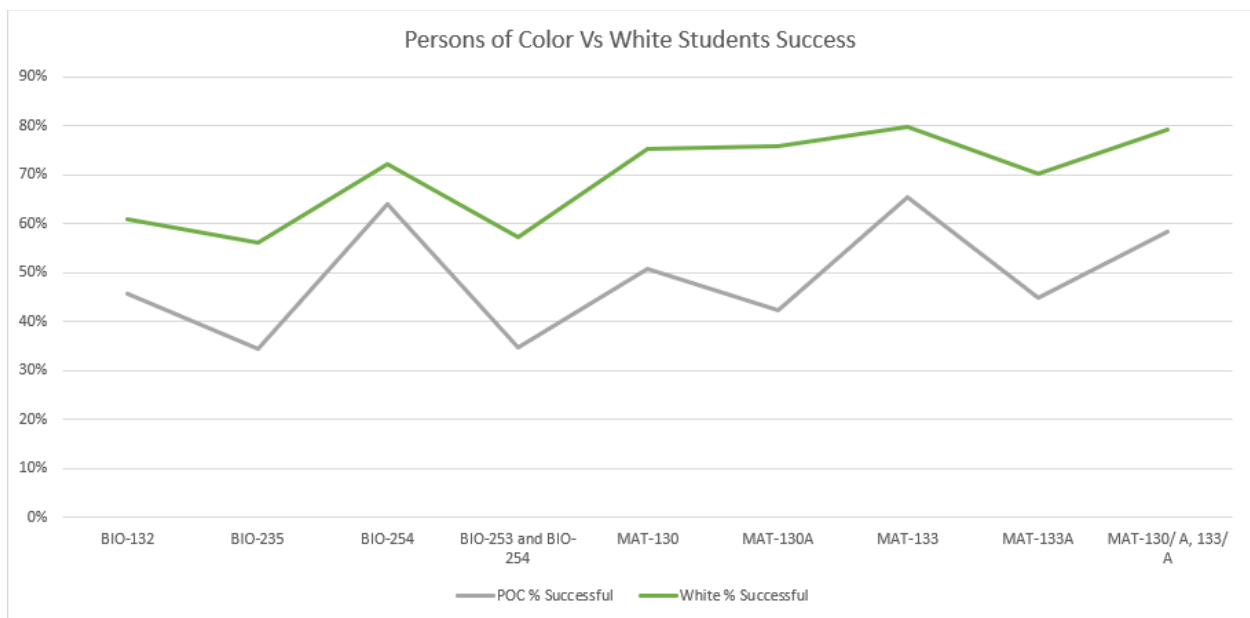
[Please find follow-up for Keilah Sanders' comments.](#)

Student Diversity Success Challenges:

The below success rates for people of color indicate the challenges faced with increasing diversity within Health Sciences at Jackson College. The nation, and indeed the College, has work to do to advance our people of color and create an equitable opportunity for higher learning. Jackson College acknowledges this formally within our current strategic agenda goal, “Through an appreciation for each unique, whole-person learner, provide personalized and equitable educational experiences that lead to student completion.” We are committed to increasing the odds for our students of color.

Course	Enrolled POC	POC Successful	POC % Successful	Enrolled White Students	Total White Successful	White % Successful
BIO-132	241	110	46%	1475	900	61%

BIO-235	160	55	34%	999	562	56%
BIO-254	64	41	64%	593	428	72%
BIO-253 and BIO-254	170	59	35%	1116	640	57%
MAT-130	341	173	51%	1248	940	75%
MAT-130A	113	48	42%	229	174	76%
MAT-133	494	323	65%	2600	2077	80%
MAT-133A	158	71	45%	453	318	70%
MAT-130/ A, 133/ A	1030	601	58%	4305	3409	79%



Culture / Treatment of Staff Diversity, Equity, & Inclusion

Discouraged Advocacy

Applicable Public Comments:

- Jacob Inosencio (Former Employee) – 9.11.23
“But unfortunately, we’ve not been able to do that within the department here and part of my leaving was not because of that, right. I had a lot of other personal things, and a new father and working on getting into law school, but it was, It was a piece. I think it’s really important that when we bring people into a space and we say, tell us how to be more equitable. Tell us how we can be better. We have to listen to those people.”

- Ariel Maturine (JC Employee) – 9.25.23
“I have been in the cafeteria in front of my peers waiting to get food and been called ‘trouble’ because I like to speak up and I like to be an advocate.”

At the last Board meeting, I sat here, and I have never been prouder to have walked in the door of Jackson College. As those students stood up and spoke, I was like, yes, this is what higher education is all about. We're a liberal arts college. This is what they need to do. I'm so proud. To have our institution turn around and call it misinformation is hurtful. Whether the information was truly, fully true or the facts as you perceive them does not make it misinformation. This was their voices, their opinion, and opinions are never truly misinformation. Everybody's perception is their reality.”

CEO RESPONSE:

The experience to which I am responding in this report, of public comment at recent Board meetings and the awareness that alone has brought to behaviors across the campus and community, have promoted student and employee advocacy and have reminded us of the Jackson College [Code of Ethics](#) policy. We can see to it that Jackson College indeed has an *enforced* Code of Ethics by holding one another accountable for the policy's last couple of lines:

All Jackson College employees are required to review the Code of Ethics annually through Safe Colleges/Vector Solutions. A violation of this Code of Ethics may result in disciplinary action, up to and including suspension without pay or termination of employment.

Please find the [Note to the College Community from President Phelan – 9.12.2023](#) that was sent to all JC employees and students.

Organization Culture / Treatment of Staff Diversity, Equity, & Inclusion

Supervisor Concerns

Applicable Public Comments:

- Tiffany Thomas (JC Employee) – 9.25.23
“And I did receive a passive aggressive e-mail from Joyce after she met with Kelly. I just ignored it simply because I understand when someone gets in trouble, they only feel bad when they get caught. Since then, I continued to have to deal with a lot of racism, microaggression, and just the side little comments that they don't think is wrong, but the Director of HR, Joyce, continually sending out DEIB trainings for the entire staff. I question if she's even watching them herself.”

Sorry. OK, if I'm dealing with this, and I've been dealing with it for almost four years now, I can only imagine what our students are going through from everything that I hear in my office just because I look like them, it makes them comfortable to tell me the things that happen. But who am I to make something happen when I'm just a staff member who isn't really cared for?

If the Director of HR is borderline assaulting me and the Director of Marketing is assaulting me, who are we supposed to report this stuff to now that Kelly is gone? We feel alone, especially as black women."

CEO RESPONSE:

In addition to the current scheduling of enhanced DEI training for all administrators, the entire January 2024 Convocation will be dedicated to professional development for the whole of the organization on DEI awareness and best practices.

Organization Culture / Treatment of Staff Former Employee Complaints

Departmental Complaints

Applicable Public Comments:

- Marie Anderson (Former JC Instructor) – 9.25.23
"We have a lot of resources on campus, even our writing lab, Student Center for success or something. Thank you, Monica Bouman and your staff for bad-mouthing me to my students and turning them against me and just doing their work for them. I had made complaints about that on two separate occasions; nothing was done. I'm not the only person who made that complaint of this department, it continues to happen over and over again. I believe my students because there's too many of them that came to me and came forward to tell me what was being told. They undermined me. They made it seem like I am not a fit teacher. I know I am. Once I left here, I got several job opportunities: a full-time position at Albion College, a full-time position at EMU, and a position at Kellogg Community College. My theory is, it's not me, it's JC that's not fit for me in general or any person of color."

CEO RESPONSE:

[Please find follow-up for Marie Anderson's comments.](#)

Organization Culture / Treatment of Staff Former Employee Complaints

Academic Integrity

Applicable Public Comments:

- Diana Agy (JC Faculty) – 9.25.23
"I want you to look at the second packet. The second packet has a black woman on her hands and knees naked, abandoned. And this was an assignment like, the students were supposed to look at. We're past that in America, aren't we?"

CEO RESPONSE:

The posted Chief Equity & Community Officer role will have an immediate focus on addressing current DEI challenges related to academic integrity. This role will take on a proactive and investigative approach to understanding and remedying existing curricular issues.

Organization Culture / Treatment of Staff Former Employee Complaints

Wrongful Termination

Applicable Public Comments:

- La'Trell Hardiman (RSJ Mentor) - 9.11.23:
"Y'all said this institution isn't racist. Well, how do y'all take an educated, respected love black woman from housing, from housing. And you're replacing her with someone who doesn't have the credentials or understanding us black students at all."
- NaTiyah Jones-Montgomery (Former Employee) - 9.11.23:
"I have a question for everybody in this room, including y'all. Do y'all care about the black students? The late Malcom X said, 'The most disrespected person in America is a black woman. The most unprotected person in America is the black woman. The most neglected person in America is a black woman.' And as a black woman and a predominantly white institution. I feel disrespected, unprotected, and neglected."

I worked in food service from January of 2022 up until October. I was unrightfully fired. While working in our food service, Gregory Klaus discriminated against me. Made many microaggressions and comments about my hair, about the texture of it, the length of it, the color that I had done, and in the same breath turned around and told a white student that it was OK for her to dye her hair same exact color.

So I ask you again, do you care about the black students? Because when a black woman was asking for help and using the loudest voice that God gave her, I didn't get no response. I was fired. Cindy Allen told me to resign from my job and after I told her, I said that I enjoy that job and I enjoyed that job. I was fired. So again, and I can't stress this enough, do you care about the black students?"

- Muhammed Sangyang (Former Employee) - 9.11.23
"My friend NaTiyah had made reports, multiple, to HR. One, they said, 'Oh, we're going through it.' The next thing I know, they fired her. When I tried to follow up on why she got fired, they're like first response I got was, 'Oh, improper work ethic.' NiTayah was somebody who used to come to work, finished up her shift, and then just sometimes just volunteered her own time. Yet they fired such a person for improper work ethic. I handed in my recognition the same day."
- Keilah Sanders (Former JC Employee) – 9.25.23
"As a former Foundation Coordinator, my issues with racial inequality at JC began at the onset. First by not receiving an adequate salary for what I was required to do. Then by

intentionally being left out of meetings requiring my knowledge, and finally by being told that an investigation would take place into my concerns only to be wrongfully terminated using the at will employment tactic as a scapegoat. Only after my concerns were brought to a Board member and which the Board member attempted to aid in resolving this manner. I reached out to a Board member to advise them of the racial inequality that I've endured at the hands of JC board members and HR staff, and the Board member apologized for what had transpired and told me that they'd be contacting the President immediately to resolve this issue. Weeks went by and the mistreatment was getting worse, so I contacted the Board member again. They told me that they contacted the President immediately after we spoke and they were informed that the President would be reaching out to me to resolve the issue and they assumed that it had been taken care of. I informed them that no one contacted me to resolve the issue and this was the first day of the following incident. And since then I've been wrongfully terminated."

CEO RESPONSE:

[Please find information on Keilah Sanders' concerns of wrongful termination.](#)

Kelly Crum – See the RSJ Administration area of this report starting on **page 17**.

The full discrimination and harassment claim and investigation relative to Na'Tiyah Jones-Montgomery constitutes an educational record under Family Educational Rights and Protections Act, commonly called FERPA. Consequently, it cannot be released to the general public without Na'Tiyah Jones-Montgomery's consent. Therefore, copies of said report will be made available to the Board of Trustees at the Meeting of their request, for the Board of Trustees to review/discuss in closed session pursuant to MCL 15.268(1)(h).
