AGENDA

1.0 Call to Order
2.0 Roll Call
3.0 Pledge of Allegiance
4.0 Communications
   4.1 Guest Comments (limited to 5 minutes per speaker)
   4.2 Board Items
      4.2.1 Conflict of Interest Recognition
      4.2.2 Board Comments
   4.3 Consideration of Minutes
      4.3.1 Regular Meeting Minutes of February 4, 2019
   4.4 Marketing Report
5.0 Consent/Required Approvals Agenda
6.0 ENDS Performance Reporting
   6.1 Planning and Innovation Board Monitoring Report
7.0 Action Items
   7.1 Consideration of Recipient of 2019 Distinguished Service Award
   7.2 Consideration of Commencement Presenter
   7.3 Second Reading
      7.3.1 By-Laws
   7.4 Consideration of Purchase of Building
8.0 Information Items
   8.1 The Authorizer Role
   8.2 Economic Impact Analysis
   8.3 President’s Report
      8.3.1 Legislative
      8.3.2 College Items
         8.3.2.1 Exponent Article: Board of Trustees Elects Officers
         8.3.2.2 Achieving the Dream
         8.3.2.3 Michigan College Access Network Article
         8.3.2.4 JPEC Newsletter
         8.3.2.5 Upcoming Events
9.0 Closed Session
   As provided by Public Act §15.268, Section 8, sub-section (c) for purposes of discussing negotiations of union collective bargaining agreements.
10.0 Return to Open Session
11.0 Adjourn
## Fall 2017 Cohort Retention Rates

<table>
<thead>
<tr>
<th>Fall 2017 Cohort*</th>
<th>Retained to Winter 2018 or Graduated**</th>
<th>Retained to Fall 2018 or Graduated***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>5,281</td>
<td>4,008</td>
</tr>
<tr>
<td>Retention Goal</td>
<td>90.00%</td>
<td>80.00%</td>
</tr>
<tr>
<td>Percent Retained</td>
<td>75.89%</td>
<td>55.63%</td>
</tr>
<tr>
<td>Variance between Retention Goal and Actual</td>
<td>-14.11%</td>
<td>-24.37%</td>
</tr>
</tbody>
</table>

Cohort Graduates | Percent of Fall 2017 Cohort
---|-----------------|
Fall 2017 | 170 | 3.22% |
Winter 2018 | 316 | 5.98% |
Spring 2018 | 144 | 2.73% |
Total | 630 | 11.93% |

*The Fall 2017 Cohort excludes Guest Students and non-credit enrollments.
** Includes Cohort students graduating in Fall 2017.
***Includes Cohort students graduating in Fall 2017, Winter 2018 or Spring 2018.

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## Fall 2016 Cohort Retention Rates

<table>
<thead>
<tr>
<th>Fall 2016 Cohort*</th>
<th>Retained to Winter 2017 or Graduated**</th>
<th>Retained to Fall 2017 or Graduated***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>5,361</td>
<td>4,042</td>
</tr>
<tr>
<td>Retention Goal</td>
<td>90.00%</td>
<td>80.00%</td>
</tr>
<tr>
<td>Percent Retained</td>
<td>75.40%</td>
<td>55.44%</td>
</tr>
<tr>
<td>Variance between Retention Goal and Actual</td>
<td>-14.60%</td>
<td>-24.56%</td>
</tr>
</tbody>
</table>

Cohort Graduates | Percent of Fall 2016 Cohort
---|-----------------|
Fall 2016 | 156 | 2.91% |
Winter 2017 | 322 | 6.01% |
Spring 2017 | 135 | 2.52% |
Total | 613 | 11.43% |

*The Fall 2016 Cohort excludes Guest Students and non-credit enrollments.
** Includes Cohort students graduating in Fall 2016.
***Includes Cohort students graduating in Fall 2016, Winter 2017 or Spring 2017.
- Pass includes grades of 2.0 and higher, or a Passing (P) grade
- Fail includes grades of less than 2.0, or a Failing (F) grade.
- Withdrawal is a Grade of Withdraw (W).
- Grades of Incomplete (I), Audit (Y), and Withdrawal Exception (WX) have been excluded from this report.
# TCS2 Report - Enrollment

FY 19 (2018-19) = July 1, 2018 to June 30, 2019  
Report Last Refreshed 3/11/19

<table>
<thead>
<tr>
<th></th>
<th>Headcount</th>
<th>Credit Hours</th>
<th>Billing Contact Hours (BCH)</th>
<th>% of Total BCH</th>
<th>Semester BCH Goal</th>
<th>% of Semester BCH Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>5,217</td>
<td>45,890.00</td>
<td>49,171.42</td>
<td>47.04%</td>
<td>53,168.00</td>
<td>92.48%</td>
</tr>
<tr>
<td>Winter 2019</td>
<td>5,039</td>
<td>43,058.50</td>
<td>46,136.22</td>
<td>44.14%</td>
<td>48,442.00</td>
<td>95.24%</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>1,162</td>
<td>8,770.00</td>
<td>9,226.50</td>
<td>8.83%</td>
<td>16,540.01</td>
<td>55.78%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>11,418</strong></td>
<td><strong>97,718.50</strong></td>
<td><strong>104,534.14</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>118,150.01</strong></td>
<td><strong>88.48%</strong></td>
</tr>
</tbody>
</table>

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*Courses with No Location or Other have been removed from the results.

**Jackson County location primarily includes sections at the Jackson College Flight Center, clinical sites, Jackson Area Career Center and Jackson county high schools.
**Subject to be Discussed and Policy Reference:**

<table>
<thead>
<tr>
<th>4.0 Communications</th>
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</thead>
<tbody>
<tr>
<td><em>(BOARD POLICY: GOVERNANCE PROCESS: Governing Style)</em></td>
</tr>
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</table>

**Executive Summary:**

Jackson College Board of Trustee’s Governance Policy requires opportunities for communication with the Board. To that end, the following formal communication opportunities are provided.

- 4.1 Guest Comments (limited to 5 minutes per speaker)
- 4.2 Board Items
  - 4.2.1 Conflict of Interest Recognition
  - 4.2.2 Board Comments

In addition, the following communications are provided on the agenda for meeting records and other operational communications:

- 4.3 Consideration of Minutes
  - 4.3.1 Regular Meeting Minutes of February 4, 2019
- 4.4 Marketing Report

**Resource Impact:**

None

**Requested Board Action:**

Approval of Board Meeting Minutes

**Action Taken:**

None
The regular meeting of the Board of Trustees of Jackson College was held on Monday, February 4, 2019 at Jackson College’s Central Campus, located at 2111 Emmons Road, Jackson, Michigan 49201.

Vice Chairman John Crist called the meeting to order at 6:30pm Eastern Standard Time.

Board Members Present: Vice Chairman, John Crist; Treasurer, Donna Lake; Trustee; Matt Heins, Trustee; Philip Hoffman, Trustee and Trustee Dr. Ed Mathein.

Board Members Absent: Chairman, Sam Barnes and Secretary, Sheila Patterson

Others Present: Dr. Kate Thirolf, Cindy Allen, Sara Perkin, Darrell Norris, Jason Valente, Jim Jones, Michael Masters, Randy Bentley, Dr. Dennis Baskin, Alana Tuckey, Teresa Choate, Kelly Crum, Nathan Venske, Jolene Chapman and Dotty Karkheck.

COMMUNICATIONS
Guest Comments
There were no visitor comments.

Board Comments
There were no conflicts of interest.

Trustee Hoffman commented that he will be attending the ACCT Legislative Summit together with Trustees Mathein and Vice Chairman Crist. President Phelan offered his thanks to Trustee Hoffman for setting up dinner with Congressman Walberg while at the event.

Trustee Lake commented that she was very proud of the recent MLK events held.

Consideration of Minutes
The minutes of the regular Board meeting on January 14, 2019 were moved into the record by Vice Chairman Crist on behalf of the Trustees.

Marketing Report
Dotty Karkheck, Director of Marketing provided the marketing report and addressed questions from the Board.

CONSENT AGENDA
President Phelan introduced a revision to the standard meeting agenda. The consent/required approvals agenda item allows the Board to take action on items that
would not formally fall within the purview of Policy Governance, though certain external bodies still require proof of board action and do not recognize the Board's authority delegated to the President & CEO of the College.

ENDS PERFORMANCE MONITORING REPORT

Leadership
Sara Perkin, Chief of Staff at Jackson College, presented the Leadership ENDS Monitoring Report. She provided highlights of the report on a PowerPoint slide deck and addressed questions from the Board. A complete copy of the report is located on the Board’s webpage: https://www.jccmi.edu/institutional-research/performance-monitoring/

ACTION ITEMS

Consideration of Recipient of 2019 Crockett Award
Jason Valente, Foundation President presented a recommendation on behalf of the Foundation Board for the 2019 Crockett Award. MOTION BY TRUSTEE MATHEIN “to approve Dr. Fred Slete as the 2019 Crockett Award recipient” MOTION PASSED UNANIMOUSLY

Selection of Presenter’s for Commencement
President Phelan requested that the Board consider presenters for the Crockett Award and the Distinguished Service Award. Trustee Mathein requested to present the Crockett Award. The Board will determine the presenter for the Distinguished Service Award next month once the recipient is determined.

INFORMATION ITEMS

Consideration of Distinguished Service Nominations
President Phelan shared brief biographies for names that have been brought forward thus far for consideration of this recognition. One recent addition for consideration was Senator Mike Shirkey. Discussion ensued.

Policy Governance Professional Development
President Phelan provided an overview of the policy governance professional development opportunities being planned leading up to the Spring Planning Session, as well as for the Summer Retreat.

First Reading
President Phelan shared the By-Laws for first reading. This policy will be brought forward for second reading in March.

Presidents Report
Jason Valente was on hand to provide an update on the Jackson College Foundation. President Phelan shared a brief update on legislative happenings and shared upcoming events.

ADJOURN
MOTION BY TRUSTEE HOFFMAN “To adjourn.” MOTION PASSED UNANIMOUSLY,
Meeting adjourned at 7:30PM.

The foregoing minutes of the regular meeting of the Board of Trustees held on Monday, February 4, 2019 were approved at the regular meeting of the Board held on March 11, 2019.

[Signature]
Secretary

[Signature]
Chairman
By far the cutest thing I’ve ever seen.

A student had to bring her baby to class and it was super hard for her to take notes and occupy him. My instructor took the baby up to the front with her and is going to hold him and continue to teach the class ❤️😭
Johnni Collard  
January 24

I originally posted this on my Snapchat story. With several people messaging me saying it made their day I’ve decided to share it on further with permission from my math instructor and the mother of this baby boy.

In my statistics class, a student brought her baby boy to class today. Unfortunately, she has to bring her baby to her classes due to no one being able to watch him. I absolutely admire this girl for striving to get an education at all costs and doing this without caring what others think of her. I also admire my professor for seeing her struggles and helping lift some stress off of her just so she could take notes, as well as get her work done in class.

There are truly good people out in the world. I am so incredibly thankful that I was able to witness this great act of kindness by my professor today.

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<table>
<thead>
<tr>
<th><strong>Subject to be Discussed and Policy Reference:</strong></th>
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<tbody>
<tr>
<td>5.0  Consent/Required Approvals Agenda</td>
</tr>
<tr>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
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There are no consent/required approvals agenda items this month.

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<th><strong>Resource Impact:</strong></th>
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<td>None</td>
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<tr>
<th><strong>Requested Board Action:</strong></th>
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<tr>
<td>None</td>
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<tr>
<th><strong>Action Taken:</strong></th>
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<tbody>
<tr>
<td>None</td>
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</table>
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 ENDS Board Monitoring Report: Planning and Innovation</td>
</tr>
<tr>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
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</tbody>
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This month’s Board Monitoring Report focuses upon the College’s ability to identify and foster innovating solutions that will assist in reaching retention and completion goals, improve efficiencies in work and serve the Whole Student.

Sara Perkin will provide an overview of the report to the Board and receive any questions you may have.

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<th>Resource Impact:</th>
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<td>None</td>
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<tr>
<th>Requested Board Action:</th>
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<tr>
<td>None</td>
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<table>
<thead>
<tr>
<th>Action Taken:</th>
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<tr>
<td>None</td>
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ENDs Monitoring Report
Planning and Innovation
March 11, 2019

Presented to:
Jackson College Board of Trustees

Presented by:
Dr. Daniel J. Phelan, President
Sara Perkin, Chief of Staff
Policy Statement:

In order to provide area residents with learning opportunities that will enrich individual lives and contribute to the vitality of the community, the Jackson College Board of Trustees hereby set forth as its statement of purpose for Jackson College, which shall be reviewed at least annually, the achievement of the following ENDS. The Board shall adopt an annual schedule for performance review as noted below.

ENDS Formal Inspection (Monitoring) Reporting: Performance reports shall be prepared and presented to the Board for each of the ENDS as outlined below. These ‘Monitoring Reports’ shall enable the Board to know the degree to which a reasonable interpretation of its ENDS and EXECUTIVE LIMITATIONS policies is being fulfilled. Consequently, the Board shall seek in the Monitoring Reports answers to two questions: (1) Has the College President made a reasonable interpretation of the Board’s policies; and (2) Do the data demonstrate accomplishment of that interpretation. Failing either constitutes a policy violation. In the Monitoring Report then, the Board should expect to see the College President's interpretations along with justifications for the Board to find them reasonable. The Board must fairly, but rigorously, decide whether the College President’s case is convincing. Also in the report, the Board should expect to see data purported to demonstrate achievement of those interpretations. Again, the Board must fairly but rigorously decide whether the data credibly prove compliance.

Planning and Innovation Monitoring (presented in March): This ENDS institutional performance area seeks to understand the College’s ability to identify and foster innovative solutions to an increasing complex higher education ecosystem, as well as with associated challenges, particularly so with respect to student success. This monitoring report examines the role for innovation and organizational change in in delivering organizational outcomes across the social, economic and environmental domains of the College’s service area. It describes the value of regional innovation strategies in assessing regional needs, higher education challenges and emerging opportunities. Awareness of innovation systems and innovative practices provides for development, as well as the opportunity to re-frame issues and opportunities beyond current drivers, paradigms and planning horizons. Key ENDS measures include:

- New Business Model development progress;
- Advancement of the Strategic Agenda Goals;
- AFIT Annual Initiatives;
- College innovation fund deliverables;
- Instructional Innovation/Sandbox initiatives;
- Resources allocated to innovation; and
- Employee culture data.

Executive Summary:

Innovation is more than buzzword, it is indeed a necessary and strategic component to ensure success and sustainability for any business industry, with higher education being
no exception. Jackson College has made meaningful stride, such as establishing a foundation for innovation. However, we know this work requires an on-going commitment and intentional effort. The success of innovation relies on a culture which provides employees the opportunity to bring forward ideas without fear of failure. Innovation must also be encouraged at all levels of the organization and is our collective responsibility. Our work must address other challenges, such as shrinking resources, political change, etc. Lastly, we must seize the opportunities the present themselves, as well as those we ideate, such as partnerships and reward programs for employees.

There are numerous examples of innovative work underway at Jackson College. Our work towards implementing the new business model of the ‘Whole Student’ is driving many of these efforts. For example, we implemented a revised innovation fund application which has led to 10 submissions from our employees with one idea being fully implemented. The Jackson College Foundation Board has provided a Strategic Development Fund to help support the College’s innovative initiatives, the first being 24/7 online tutor access for dual enrolled students. Foundation President Jason Valente is leading work to change the Foundation’s business model of scholarship awarding to better fit the changing needs of students. The College is in progress of working with designers to develop a Tiny Home Village that will provide housing opportunities for students or visitors in unique situations such as single parents, married couples and even senior living. Academic alignment, Summer Jets, the Sandbox and the means by which we hear the voice of our employees - these are also highlighted in this report. We launched both the Finish Line Grant and Auto Award initiatives. Although small in scope, they are helping students meet their academic goals and support completion.

Over the next year we will advance even further our very intentional approach to increasing a culture of innovation. Goals associated with moving this work ahead are benchmarking organizations known for innovative success, customer and affinity group focus groups, completion of an in-depth SWOT analysis, and development of an implementation plan. Our work follows Saul Kaplan’s model of the Business Innovation Factory Design Methodology (see Appendix C). Relatedly, the Leadership Council team will participate in the 2019 AFIT Summer Institute with the theme: ‘Transformative Leadership & Innovation” and we will incorporate those related learnings into our work. As we continue our innovation and planning work, we will also ensure that our north star remains TCS² and our essential mission of transforming and changing lives of our students.

Institutional Context

We continue focusing on the culture of the institution which is the foundation of offering an innovative atmosphere for employees. This connects to our efforts related to professional and leadership development. We are still committed to the state leadership academy offered by Michigan Community College Association (MCCA), as well as our own internal academy, but are also looking to expand options, incorporating other improvements in a way similar to that of the Odessa Leadership Academy, for example.
The work on culture and innovation is on-going, so we can never ‘check a box’ to say completed. Our hope is to provide employees with a safe atmosphere where they feel they can bring forward ideas and are not afraid of failure.

External Context

Innovation continues to be a common conversation across all industries. Understanding the barriers to achieving a culture of innovation allow us to make adjustments that will encourage rather than hinder employees. Our goal is to make innovation the ‘new normal’ at Jackson College. A culture of innovation leads to an inspiring atmosphere where employees feel that every hour is an opportunity to seek out new, creative and innovate opportunities. Employees must be provided opportunities to collaborate with colleagues not just in their department but across campus. They must also be given time away from the normal daily tasks to provide them with this opportunity. Additionally, we value the input of others, external to the College, to help seed new ideas and practices. To that end, our external work includes benchmarking and focus groups. Some possible challenges and opportunities associated with innovation and culture have been identified below.

Challenges/Threats
Private, For-Profit Education
Reduced Resources
Fear of failure
Bogged down with daily tasks
Too much bureaucracy
Student Competition

Opportunities:
Partnerships
Technology
New Business Model Development
Innovation fund (rewards innovation)
New generations of thinking

Clearly, the external environment is changing rapidly with new market entrants, expanding deregulation allowing more competition, increasing technologies and a changing student demographic, necessitating that we seize these external opportunities while working to ameliorate, or reduce potential threats to the College.

Institutional Performance Reporting

The Whole Student
Following our time at the Alliance for Innovation & Transformation (AFIT) Summer Institute in 2018, we committed to advancing this work on campus. We held various interviews with internal and external stakeholders and owners, including students.
Gathering perspectives from all angles has led us to our new business model of focusing on the ‘Whole Student.’ Ultimately, this means that before we can focus on the student learning aspect, we must understand the unique needs and barriers faced by all of our students. Some of the needs identified include housing and food insecurity, transportation, dental and mental health. This is not an inclusive list and will evolve as we understand more about our students. The terminology of the ‘Whole Student’ has been incorporated into the daily language at the College and employees are extremely supportive of helping to identify what is needed to ensure the success of our students.

Employee Innovation Fund
Last year a goal was set to increase employee innovation fund submissions to a minimum of three. A review of the application process was held and led to an online and condenses application. This ease of use and accessibility has been received positively and the 10 submissions received affirm this. As an example of one, implemented submission, employee Jennifer Dobbs proposed the creation of a Family Zone in Walker Hall. It was recognized that many of our students bring children with them to campus when meeting with student service staff. Jennifer identified that a space not ‘child friendly’ can cause students angst so developed the idea to transform space to welcome families. We implemented Jennifer’s idea and now have a space dedicated in Walker Hall where children can color and play with toys (appendix B) with the hope that this will reduce stress on parents. Jennifer was recognized for her idea during convocation and we hope this College-wide recognition helps encourage additional employees to submit their ideas. We want to ensure employees feel safe bringing ideas forward and that failure is ok and is part of the innovative thinking process. We want employees to feel as if they can experiment and make visible errors without blame. To encourage submissions and conversation, employees who submit ideas are invited to present to the Leadership Council and President.

The Strategic Development Fund
The Jackson College Foundation has generously agreed to provide funding towards select innovative initiatives. This will provide us the opportunity to pilot ideas even if not allocated in the current budget. The first of these pilots is our engagement with Pearson to offer SmartThinking to our dual enrolled students. SmartThinking provides student’s access to a tutor 24/7. This means that a student does not need to come to campus to receive tutoring assistance. They can simply go online and ask for help in any subject at any time and they will receive help from a live person. Following conclusion of this pilot, usage and success data will be reviewed to determine if this is an initiative we should continue offering.

Summer JETS Program & Ready Set Jet!
As you may recall, last summer the college worked to pilot a Summer JETS program for the first time. Originally planned as a six week program with a classroom and co-curricular component. Despite the wonderful efforts from the committee, it was determined we were not quite ready to offer the full 6 week program. As an alternative, a one day orientation program was held. This one day program titled Ready Set Jet was an intensive one-day orientation program offered in July for students and their family
members. These students have continued receiving intensive outreach to ensure their success. Out of the 14 students who participated 12 students are still residing in housing. Despite not being ready or having enrollment to launch a full program last summer, the work has continued and we are looking at launching a Summer Jets program this upcoming summer with capacity for up to 50 students.

**JCF 2020: A New Model for the Future**

Jackson College Foundation President Jason Valente is working with the Foundation Board on changing their Business Model. The traditional ‘one size fits all’ approach to scholarship awarding no longer meets the needs of today’s students. The need to focus on the ‘whole student’ is becoming more and more evident. Jason will be utilizing the Business Innovation Model to assist in moving this new model ahead (appendix C).

**Aligning Academics with the Whole Student**

Dr. Thiroff, the deans, and our full-time faculty have spent a lot of time thinking about how our 90/80/70 goals and the initiatives we are pursuing currently are all aligned with our Guided Pathways model. As the graphic in Appendix D shows, our Total Commitment to Student Success (TCS²) is our North Star and guides everything we do. The four pillars of guided pathways ensure our processes, structures, and systems support TCS². Those pillars include: 1. Clarify the path; 2. Help students enter the path; 3. Help students stay on their path; and 4. Ensure learning is happening with intentional outcomes. The high-impact initiatives we’re pursuing—like Competency-Based Education (CBE), 7-week classes, and our innovative blended course and Co-requisite models to eliminate standalone developmental education—represent critical “between-pillars” work that ensure we are doing all we can to support student success. Finally, the “Serving the Whole Student” work we’ve been engaged in represents the essential foundation of those pillars.

In the last year, our faculty have also explored what TCS² looks like from the faculty perspective and have identified a collection of faculty commitments that work together to support student success at Jackson College. See Appendix E for the summary graphic titled “Power in the Overlaps.” The main faculty commitments that faculty have identified include building relationships, providing feedback, fostering communication, and teaching the whole student by focusing on equity both inside and outside the classroom.

**The Sandbox**

We continue to utilize the Center for Innovation, which we call “The Sandbox” for short. It is an intentionally designed space that provides a flexible and open environment with mobile chairs and a full wall-sized white board to encourage group brainstorming, process mapping discussions, mentorship conversations, and more. A range of meetings, workshops, and trainings occur in the space on a regular basis. Examples of recent engagements include CBE workgroup brainstorm meetings, 7-week Implementation Team small group planning meetings, faculty departmental meetings, JetNet discussions, Deans’ Office updates, Blended Course faculty workshops, Instructional Coaches connections and more. Due to its flexible and innovative setting,
the Sandbox has helped us optimize our cross-departmental, cross-functional professional development and planning efforts across the College.

**Finish Line Grant**
In the spring of 2018 we began offering this grant to students who are within 15 credits of a degree or certificate and are no longer eligible for financial aid, have a business office hold or both. This allows students to reach their academic goals while assisting the colleges overall completion rate. To date, there have been 12 recipients of this award, 8 in the spring of 2018 and 4 in the fall of 2018. Of the 12, five have graduated so far. The additional recipients are being monitored for graduation.

**Auto Awarding/Graduation**
It was discovered that some students had met degree requirements, but never actually applied for graduation for various reasons. Beginning in winter 2018, students who met degree requirements were ‘auto awarded’ their credential unless they chose to opt out. In winter 2018, there were 42 students eligible for auto awarding. Five of these students opted out. In fall 2019, there were 15 students eligible for auto awarding. These students will have the option of opting out, but otherwise will have their degrees posted with the 2019 winter graduates.

**The Voice of Employees**
Employees have been bringing forward ideas, not just using the Innovation Fund application process, but have informally been making suggestions for improvement. Several employees inquired about the need for a specified room on campus for nursing mothers, both students and employees. Specifically, Del Belcher brought this concern forward ago after viewing some online comments from students. He did some research on his own and drew from his personal experience of having a new born child. He identifies that addressing this need would support our work on serving the ‘Whole Student.’ Leadership Council received the concern and worked on a plan to address this need. Improvements have been made to the Potter Center bathrooms to provide a more relaxing space for mothers and as appendix F shows, signage has been changed so students and employees are aware that space is available.

As an additional example came from Jered Domagala, who noticed a student on crutches struggling with the entrance to Student Services. Jered tied this barrier to our focus on servicing the ‘Whole Student’ and brought his concern forward. Although the doors meet ADA compliance based on pull weight, we feel the right thing is to make the entrance handicap accessible and plans are underway to make the change. Employees quietly make changes to their daily work that are also examples of innovation.

Janell Ellenbaas worked with information technology to create a QR scan that hangs outside of her office door. When students attempt to stop by to see her and she is not available, they can simply scan the code and schedule an appointment with her. Janell’s creative idea fulfills student’s desire for on-demand service and also simplifies the scheduling process. We are working not to extend this idea to all faculty and staff office doors (appendix G).
**Tiny Homes Village**
We are in process of working with architects to design a village of tiny homes for campus. This prototype initiative will provide a different type of option for living on campus for our students. This less expensive living opportunity will provide us an opportunity to evaluate market elasticity of demand. This housing opportunity considers the ‘whole student’ as well as those whom we may not have served well previously, such as single parents, married couples, widowers and may serve as temporary housing for new employees or for those involved in the Shakespeare Festival. We are excited to explore this new market niche and how it may serve our students and community.

**Goals for the Next 12-Month Period**

As stated earlier, a commitment to creating an innovative culture is ongoing therefore so although we have a base established, there is still work to do. The following goals for the next 12 months support this commitment and the first three are sequential in action.

**SWOT Analysis**
It is our intention to fully understand where the College stands as far as innovation. A complete SWOT analysis will be conducted. This will be accomplished by using focus groups of our employees. Before we can move ahead with improvements, we must know what are weaknesses are, where our strengths are as well as what opportunities and threats we face related to innovation. It is critical that employees are at the heart of this work, so their perspectives are front and center.

**Benchmarking**
Despite our ongoing attention to articles pertaining to Culture and Innovation, over the next 12 months, we want to take a more intentional approach and develop take a more in depth look at organizations who are recognized for the innovation excellence.

**Plan for Increasing Innovative Activity**
Once a full analysis and benchmarking have been completed, the next step will be developing a written, realistic and measurable action plan to increase innovate activity at the College.

**AFIT Summer Institute: Transformative Leadership & Innovation**
The 2019 AFIT Summer Institute it appropriately titled ‘Transformative Leadership & Innovation.’ The Leadership team will attend this Institute and use this opportunity to increase our knowledge of how to incorporate our learnings into our work on culture and innovation. Learning partners for this institute are Apple, the Granger Network and Alamo Colleges District.
Conclusion/Judgment

As resources dwindle and new challenges arise around us, innovation in our work has never been so important. Jackson College is known locally, statewide and nationally as a leader in innovation, however, we are committed to increasing our intentional work and making change. These changes may save resources, increase our sustainability efforts but even more importantly will support our Total Commitment to Student Success and support the Jackson College mission to inspire and change lives.
Appendices

Appendix A: External Content Resources
https://www.td.org/insights/8-ways-your-company-can-boost-workplace-innovation


Appendix B: Family Zone Innovation Fund

Appendix C: Business Innovation Factory Model
Appendix D: Academic Focus on the Whole Student

Appendix E: Power in the Overlaps
Appendix F: Voice of the Employee

Appendix G: QR Scan Signs
<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Consideration of Recipient of 2019 Distinguished Service Award</td>
</tr>
<tr>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
</tr>
</tbody>
</table>

**Executive Summary:**

Annually, the Board of Trustees is asked to consider nominees for the College’s annual Distinguished Service Award. You will recall that this award is the highest honor given by the College, one similar to that of the Honorary Doctorate bestowed by universities.

The criteria for nominations are as follows: *“In recognition of the care and concern for the welfare and educational advancement of the residents of this community that has been expressed, in part, through the institution now bearing the name of Jackson College, this Certificate of Distinguished Service is awarded to ______ whose name shall always be held in high esteem by the College and the Board of Trustees.”* Thus, the award is recognition for service both to the community and to the College.

The following names are provided by the President for consideration: Mike Shirkey, Bill Abbott, Marvin Swanson, Rob Rando, Lloyd Ganton and Tom Draper.

**Resource Impact:**

None

**Requested Board Action:**

Consideration of recipient for the 2019 Distinguished Service Award.

**Action Taken:**

**MOTION BY TRUSTEE HOFFMAN** "to approve Senator Mike Shirkey as the 2019 Distinguished Service Award recipient" **MOTION PASSED UNANIMOUSLY**
Mike Shirkey

In November 2014, residents of Michigan’s 16th Senate District first elected Sen. Mike Shirkey, R-Clarklake, to the state Senate, representing Branch, Hillsdale and Jackson counties. Shirkey’s Republican colleagues elected Mike to serve as Senate majority leader for his second term, beginning January 2019. Shirkey has served as chair of the Senate Health Policy and Michigan Competitiveness committees, and he currently chairs the Government Operations Committee. Prior to joining the Senate, Shirkey served four years in the Michigan House of Representatives, representing the 65th District.

Shirkey is the founder and owner of Orbitform, a leading engineering company that manufactures forming, fastening, joining and assembly equipment for a wide range of industries and applications. The company provides world-class prototype engineering services for assembly of parts and specialized forming and fastening. Mike also worked for General Motors in various management and engineering roles for 13 years. Mike served on the Columbia Central School Board in the 1980s and 1990s.

Shirkey also is the past board chair of Allegiance Health System. Shirkey earned a bachelor’s degree from General Motors Institute (GMI) in 1978 and a master’s degree in mechanical engineering from the University of Wisconsin at Madison in 1979. Mike is the proud father of three and devoted husband of 42 years to Sue. Mike and Sue also have several grandchildren. He is an active member of the Jackson Free Methodist Church and leads major construction/expansion projects. Mike also enjoys hunting, fishing, golfing and working out. He is an avid woodworker in “grandpa’s workshop.”

Mr. Shirkey has been a tremendous assistance to the college over the years in being a staunch supporter of our capital outlay requests and our pursuit of bachelorette degree programs. He has taken a lot of heat from very big, well-funded and politically connected opposition to our requests.

Bill Abbott

William M. Abbott is an attorney and partner of the Firm. A lifelong resident of Jackson County, Mr. Abbott received his Bachelor of Arts degree from Albion College, Magna Cum Laude, Phi Beta Kappa, in 1972. After graduating from Albion College, Mr. Abbott went on to receive his J.D. from the University of Michigan, Cum Laude, in 1975. Mr. Abbott is a member of the American Bar Association, the State Bar of Michigan (Member Sections on: Taxation; Corporations; and Labor & Employment Law), and the Jackson County Bar Association. Mr. Abbott’s practice is primarily focused in the following areas of law: Business & Corporate; Labor & Employment; Acquisitions; Real Estate; Employee Benefits; and School Law. Mr. Abbott is experienced in various areas of alternative dispute resolution and has participated in complex arbitration proceedings both as an arbitrator and an advocate.

Mr. Abbott is an active member of the Jackson community, serving as a board member of the John George Student Loan Fund and Family Services and Children's Aid. Additionally, Mr. Abbott coached in the Hanover-Horton Women's Volleyball Program for twenty-three years, and he was Varsity Coach for twelve years. He continues to serve as President of the Jackson Area Volleyball Association as well as on the Michigan Interscholastic Volleyball Coaches Association Board of Directors. Mr. Abbott speaks French proficiently and is learning Spanish. He travels to remote parts of the world as often as his schedule permits.

Honors and Awards
• AV Peer Review Rated by Martindale-Hubbell

**Professional Associations and Memberships**

• John George Student Loan Fund, 1980 - Present
• Jackson Area Volleyball Association, Inc., 1978 - Present
• American Bar Association, Member
• State Bar of Michigan Taxation, Corporations, and Labor & Employment Law Sections, Member
• Jackson County Bar Association, Member

**Marvin Swanson**

President of O’Harrow Construction, which built the Potter Center. O’Harrow has been in business for 70 years. Mr. Swanson joined the firm in 1950 and purchased the company in 1955. Project list can be found here: [https://oharrowconstruction.com/projects-2/](https://oharrowconstruction.com/projects-2/). O’Harrow is a member of the Jackson Commercial Contractors Association which supports education and Jackson youth. Mr. Swanosn and his wife are major supports of the Jackson Symphony Orchestra.

**Rob Rando**

Dr. Rando is a long-time resident of Jackson and a well-respected supporter and advocate for Jackson’s youth. He has had a successful dental practice in Jackson since 1989, previously served as a Blackman Township supervisor, and is an operator of the Rando Activity Center, Jackson’s only multi-purpose youth activity center.


Family: Married to Karen, four children
• Occupation: Dentist
• Education: Graduated from Northwest High School, attended Central Michigan University, graduated from the dental school of Case Western Reserve University in Cleveland
• Community/public service: Owner of Rando Activity Center, founding member of Jackson Citizens for Economic Growth, incoming Blackman Township supervisor

**Lloyd Ganton**

Ganton named Alumnus of the Year, Spring Arbor University, October 14th, 2004

Spring Arbor University selected Lloyd Ganton as Alumnus of the Year for his outstanding contributions to the community through his retirement company and generosity. Ganton will be honored at the annual alumni awards banquet on Saturday, Oct. 16, during homecoming festivities at the University. Alumni award recipients are selected on the basis of the broadest aspects of Christian service to humanity and achievement in the recipient’s chosen vocation, community service, or service to Spring Arbor University. Award recipients also follow a life that exemplifies Christian principles.

Ganton graduated from Spring Arbor High School in 1954 and Spring Arbor Junior College in 1956. He also holds a bachelor’s degree from Greenville College and a master’s degree from Eastern Michigan University.
Ganton is CEO of Lloyd Ganton Retirement Centers, which has served the community since 1968. He continues to oversee the daily operations of the retirement company, which now provides an “aging in place” program that meets the care needs of all senior citizens. Ganton Retirement Centers Inc. has been recognized multiple times over the years by the Michigan House of Representatives for “Innovations in Elder Care.” The American Cancer Society, Junior Achievement and many other charitable organizations have also recognized Ganton’s company. Along with his responsibilities at the retirement company, Ganton also serves as president for Ganton Construction Co. and the Lloyd Ganton Auto Museum. Ganton also shares his hobby and love of history through the Ye Old Carriage Shop in Spring Arbor, which he also founded. Among the displays in the museum are antique cars made in Jackson, Coca-Cola memorabilia, artifacts from Jackson and Spring Arbor businesses, children’s toys and pedal cars. Ganton and wife, Judith HS ’60, have six grown children.

Lloyd Ganton loves automobiles. When he was a teenager he saved money and purchased his first car, a 1950 Chevy. What was your first car? He asks everyone! Lloyd believed in keeping his car clean despite the difficulty of living on a dirt road. To pay for gas and upkeep, he spent his spare time and summers helping his dad plaster. After graduating from Spring Arbor College and settling down in the Spring Arbor area, he found a car made in Jackson, Michigan. This sparked his interest in the Jackson automobile manufacturing industry. Lloyd’s interest soon became a passion and he began researching and studying it. In the early years of the automobile industry, Jackson was the largest manufacturer of automobiles in the Mid-West. There were 24 companies that built cars in Jackson. At one time, this industry was the largest employer in Jackson. In 1974, Lloyd built Ye Ole Carriage Shop, a museum to highlight the great automobile history of the city of Jackson. “Jackson could have been the ‘Detroit’ of Michigan” said Lloyd. Lloyd loves and collects all autos, but one of his main objectives is to obtain every Jackson made automobile. Ye Ole Carriage Shop houses 18 Jackson-made autos. There are six autos that it does not have; three of which are extinct and three which cannot be purchased. He has been collecting them for 45 years and will continue! Friends and acquaintances from all over will send information and leads for Jackson-made cars. The longest trip to obtain a car was to Alberta, Canada. Lloyd continues to attend the International Antique Auto Show in Hershey, PA., where there are many resources for cars including parts available for restoration. He has been doing this for 45 years. Restoration is an important aspect of Ye Ole Carriage shop. Lloyd owns a restoration shop across the street from the museum where he and mechanics work on cars. He tries to keep all his cars in running condition. His wife, Judi, assists in helping him plan and implement specials events and tours in the museum. She helps in acquiring memorabilia, researching, and organizing displays.

**Tom Draper**

**JCC Alum page:**

**Thomas Draper**

- My parents, Howard and Helen Draper, were great role models. They were firm, supportive, showed great common sense, but most of all were very loving.
- The most important decision in my life was marrying my wife, Jeanne. She has been a wonderful partner in so many ways.
- My friends have been a very positive influence in my life and a lot of fun. My first sales position was at the Office Supply House owned by the Rumohr family. I was very shy
and unsure of myself as a young college graduate, but they believed in me and gave me my start in a sales career. The strong foundation I built there enabled me to move on and become a stockbroker.

- In the community, I’ve served on the Board of Directors of the Country Club of Jackson, St. Paul’s Episcopal Church vestry, Dahlem Environmental Center, and the Ella Sharp Museum.
TO: JC Board of Trustees  
FROM: Dr. Daniel J. Phelan, President

<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2  Consideration of Commencement Presenter</td>
</tr>
<tr>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
</tr>
</tbody>
</table>

**Executive Summary:**

Each year during the Commencement ceremonies, the Board of Trustees is invited to introduce speakers and award recipients as part of the program. At last month’s meeting, Trustee Mathein requested to present the Crockett Award to recipient Dr. Fred Slete.

Now that a recipient has been selected for the Distinguished Service Award, I ask that a presenter be identified for this award.

<table>
<thead>
<tr>
<th>Resource Impact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

**Requested Board Action:**

Consideration of commencement presenter for the Distinguished Service Award recipient.

**Action Taken:**

Trustee Hoffman agreed to present the award to Senator Mike Shirkey.
TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President

### Subject to be Discussed and Policy Reference:

<table>
<thead>
<tr>
<th>7.3 Second Reading:</th>
<th>7.3.1 By-Laws</th>
</tr>
</thead>
</table>

*(BOARD POLICY: MONITORING: Policy Governance)*

### Executive Summary:

The enclosed policies are presented for the Board’s second reading consideration. All input to-date from the Board of Trustees has been incorporated in the policy presented, and recommendations for changes are highlighted in color for ease of review. There have been no additional changes proposed since the previous board meeting wherein this policy was proposed for consideration.

The URL’s below may be helpful in referencing the existing policy.

By-Laws

### Resource Impact:

None

### Requested Board Action:

Approval of revised policy recommendations.

### Action Taken:

MOTION BY TRUSTEE LAKE “to approve the By-Laws policy” MOTION PASSED UNANIMOUSLY.
Policy Summary:

Bylaws are essential for effective operation of the Jackson College Board of Trustees. Generally, the bylaws serve to establish the name of the organization, how the college is governed, the requirements for membership, offices that may be held, the titles and responsibilities for said offices, as well as the means by which the offices are to be assigned. Furthermore, the bylaws define how its meetings are conducted, and how often meetings are held. Finally, the board’s bylaws constitute legal guidelines for the work of the board and are focused only on the highest level of governance issues.

Policy Statement: Bylaws

The enclosed bylaws shall constitute the structure, operation and responsibilities of trustees in conducting formal business matters at its regular monthly board meetings for Jackson College.

1. Name of the Organization:
   a. The legal and official name of the organization shall be Jackson College

2. Officers
   a. The organizational meeting for election of officers shall be held on the day and at the time prescribed by law.
   b. Officers shall be elected as prescribed by law. Each officer shall be elected by a majority of the members of the board. The term of each officer shall be for a period of two years. Each officer shall perform the legal duties of the office and such other functions as are designated by the board of trustees.
3. Duties of Officers
   a. The Chairperson of the board shall have the usual duties and authority consistent with education laws. He or she shall appoint all committees unless otherwise directed by the board.
   b. The Vice-chairperson shall perform the duties of the chairperson in the absence of the chairperson. He/she shall perform other functions and duties as designated by the board.
   c. The Treasurer shall perform other such duties as designated by the board.
   d. The Secretary shall sign all legal documents as authorized by the board.

4. Duties of Board Liaisons
   i. The Board of Trustees shall establish and appoint Liaisons as needed to assist the Board in undertaking its work. The following Liaisons and relevant duties are established: The Assistant Treasurer shall receive, hold in custody and expend all funds as directed by the Board and President. The Assistant Secretary shall keep record of all meetings, post all legal notices and perform such other duties as designated by the Board.

5. Removal of Officers
   Any officer of the board may be removed for cause by resolution of a majority of the board at a regular monthly meeting with the item appearing on the agenda for that meeting.

6. Meetings
   All meeting locations are properly noticed in accord with the prescription of law. With the exception of February, all meetings shall be held on the second Monday of each month, beginning at 6:30 p.m., as approved in advance by a majority of the board of trustees. The February board meeting will be held on the first Monday of the month. No further notice of such meetings shall be required to be given to the members of the board.

   a. Regular Meetings
      Regular meetings of the board of trustees shall be held at the following locations for the months, days, and times noted:

      Jackson College, Central Campus          January, February, March,
      2111 Emmons Road        May, June, September,
      Jackson, MI 49201         October,
Potter Center board room

Jackson College @LISD Tech Campus  April
1376 North Main Street
Adrian, MI 49221

Jackson College, LeTarte Campus  August
3120 West Carleton Road
Hillsdale, MI 49242

Jackson College, Maher Campus  November
3000 Blake Road
Jackson, MI 49201

b. Special Meetings
Special meetings of the Board of Trustees may be called by the
Chairperson of the Board, or any board member, by serving the members
a notice of the time and place of the meeting.

Service of the notices shall be accomplished by:
   i. Delivering the notices to the members at least 24 hours before
      such meeting is to take place by phone, email, or overnight or
      standard mail.

Service, as above prescribed, may be made by a member of the Board,
the secretary of the board, and any employee of the board or other person
as directed by the Board Chairman.

c. Attendance at Meetings
All members of the Board should use every reasonable effort to attend all
meetings of the Board of Trustees in person. If this is not possible
because of extenuating circumstances, participation by conference call or
other electronic communication shall be permitted under the following
circumstances:

   i. A quorum of the Board shall be physically present at the meeting
      location;

   ii. Electronic participation must be approved by the majority of the
       Board;

   iii. Where a board member (or members) is unable to attend a meeting
       due to circumstances beyond his or her control;

   iv. In such circumstances, telephone conference call participation or
       participation by other electronic means must be conducted by using
two way speaker phones or other electronic devices that allow all other board members and the public to hear all of the caller’s comments and votes;

v. All votes during a telephone conference call, meeting or through the utilization of other electronic communication, shall be taken by roll call. The board member must identify themselves verbally over the phone speaker system before each roll call vote; and

vi. Board members may not participate remotely in closed sessions.

d. Place of Meetings
All meetings of the Board will be held within the College service area of Jackson, Lenawee and Hillsdale counties.

e. Adjoined Meetings
Any legal meetings of the Board may be adjourned to a specific time and place. Only items on the agenda of the meeting adjourned may be acted upon at the adjourned meeting.

f. Time Limit
The time of regular meetings of the Board of Trustees shall be limited to two hours. A vote may be taken by the Board to extend the meeting should the agenda warrant such an extension. Items on the agenda requiring extended deliberation shall be taken up at adjourned or special meetings.

7. Electronic Communications
Neither the board collectively nor its individual members may engage in electronic communications for the purpose of making a decision or deliberating towards a decision. This would include sequential communications forwarded to or among Board Members with respect to deliberations, opinions or matters which could result in a Board decision.

This applies at all times, including by way of example and not limited during the course of board meetings, except as noted in 6.c. above.

It is the express policy of the Board that all communications between and among Board Members shall comply with the Michigan Open Meetings Act, the purpose of which is to facilitate public access to official decision making.

8. Committees of the Board
   a. Standing Committee
      The board of trustees shall have a standing audit committee.
   b. Special Committee
The Board of Trustees shall authorize such special committees as are deemed necessary. A special committee shall report recommendations to the board for appropriate action. A special committee shall be dissolved when final action on its report is taken by the Board.

9. Minutes of Proceedings
   a. Minutes of the proceedings of the previous meeting shall be prepared by the Assistant Secretary and electronically delivered to the members at least 48 hours before the time of the next regular meeting.

   b. The minutes of the preceding meeting shall be approved by the Board and signed by the Chairperson and the Secretary.

   c. All motions shall be accurately and completely recorded. The names of those who make motions and those who vote yeas and nays shall be recorded.

   d. The official minutes shall be bound and kept in the President's office of the College as well as posted on the College website.

10. Records Available
    All records of the Board of Trustees shall be available to citizens for inspection at the office of the president during regular office hours.

11. Quorum
    The physical presence of the majority of the Board of Trustees constitutes a quorum, but no act is valid unless voted at a meeting of the board by a majority vote of the members of the Board. Less than a quorum may adjourn to a future date.

12. Compensation and Expenses
    No member of the Board of Trustees may receive any compensation for any services rendered to the district. Expenses of Board Members will be reimbursed in accordance with College policy.

13. Transaction of Business
    The Board of Trustees shall transact all business at a legal meeting of the board. No member of the board of trustees shall have power to act in the name of the board outside of the board meetings except when authorized by the Board to do so.

14. Order of Business
    The following is the prescribed outline of the meeting agenda for regularly scheduled Board meetings:

    1.0 Call to order
2.0 Roll call

3.0 The Pledge of Allegiance to the United States of America

4.0 Communication
   4.1 Visitor-Guest Comments (limited to 5 minutes per speaker)
   4.2 Board Items:
      4.2.1 Conflict of Interest Consideration
      4.2.2 Board Comments
   4.3 Consideration of Minutes
   4.4 Marketing Report
   4.5 College feature (occasional as needed)

5.0 Consent/Required Approvals Agenda

65.0 ENDS Performance Reporting
   5.1 Monthly mBoard Monitoring Report(s)
   5.2 Treasurer’s report [quarterly and annual]

6.0 Consent Agenda

7.0 Action Items

78.0 Information Items

98.0 Closed Session [as needed]

109.0 Adjournment

15. Amendments
   These by-laws may be amended at a meeting of the Board by a majority of the members of the board.

16. Rules of Order
   The latest edition of Robert’s Rules of Order: Procedure for Small Boards shall govern the board in its deliberations, except where it is inconsistent with these bylaws or any applicable law. All members of the board may vote on matters to be decided by the board unless excused by law.

17. Citizen-Owner/Stakeholder Participation
   The Board of Trustees shall solicit the advice and counsel of citizens in planning, direction-setting, evaluation of and operating the College. Meetings of the Board of Trustees shall be open to the public. All owner/stakeholder/citizen communications to the Board of Trustees shall be addressed to the Board of
Trustees. Owner/StakeholderCitizens who wish to present any matter of concern to the College shall make a written request to the Assistant Secretary to the Board of Trustees on the speaker request form prior to the meeting. This shall be considered under the “Communications” section of the Board’s agenda. The Board may, in case of emergency, by majority vote, give visitors who have not presented a written request an opportunity to present matters of concern to the Board. The Board Chairperson shall allot a visitor, at the appropriate time, not more than five minutes, unless the time is increased or decreased by a majority of the Board.

18. Conflict of Interest
All members of the Board shall disclose any direct or indirect interest they may have in any proposed contract with the district, or in any action or situation in which they have a direct or indirect conflict of interest.

   a. In the event of any duality of interest, or possible conflict of interest on the part of any governing Board Member, must so declare at item 5.2.1 on the agenda, and further, that member shall abstain from voting on those items wherein there is a conflict of interest.

   b. The foregoing requirement shall not prevent the governing Board Member from stating his or her position in the matter, nor from answering pertinent questions of any other Board Members since his/her knowledge may be of assistance.

19. Governance Methodology
   a. The Jackson College Board of Trustees shall generally utilize Policy Governance (also known as the Carver Model of Governance) practices in undertaking its work as members of the board.
<table>
<thead>
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<th>Date Of Change</th>
<th>Version</th>
<th>Description of Change</th>
<th>Responsible Party</th>
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<td>9/6/2011</td>
<td>1.0</td>
<td>Initial Release</td>
<td>M. Fall</td>
</tr>
<tr>
<td>7/13/2012</td>
<td>2.0</td>
<td>Edit from Board</td>
<td>A. Stiers</td>
</tr>
<tr>
<td>12/12/2012</td>
<td>3.0</td>
<td>Addition of Pledge of Allegiance</td>
<td>A. Stiers</td>
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<tr>
<td>7/08/2013</td>
<td>4.0</td>
<td>Edits from President and Chief of Staff</td>
<td>Chief of Staff</td>
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<tr>
<td>7/14/2014</td>
<td>5.0</td>
<td>Annual Review by the President and Board</td>
<td>Chief of Staff</td>
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<td>7/15/2015</td>
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<td>7/11/2016</td>
<td>7.0</td>
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<td>7/9/2018</td>
<td>9.0</td>
<td>Annual Review by President and Board</td>
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<tr>
<td>9/10/2018</td>
<td>10.0</td>
<td>Annual Review</td>
<td>Chief of Staff</td>
</tr>
</tbody>
</table>
Subject to be Discussed and Policy Reference:

| 7.4 | Consideration of Purchase of Building |

**BOARD POLICY:** EXECUTIVE LIMITATIONS: Communication and Counsel to the Board

I am requesting your consideration to authorize purchase of the Davinci building located on the northeast side of our Central Campus. In an effort to maintain progress towards my debt sunset goal, we will be borrowing from internal resources to make this purchase.

The purchase price of the building is $954,000. This purchase is contingent upon Davinci securing a lease at a new location and their planned vacancy of June 30, 2019. We will repay ourselves through rental proceeds collected from JPEC. It is estimated that this repayment will be complete in eight years. Finally, I anticipate that we will need to invest approximately $300,000 in the building for interior and exterior building improvement’s prior to receiving new occupants.

Resource Impact:

None

Requested Board Action:

Consideration of Purchase of Building.

Action Taken:

**MOTION BY TRUSTEE HOFFMAN** “to approve the purchase and remodel of the building currently occupied by Davinci for $1,254,000 million” **ROLL CALL VOTE. TRUSTEES LAKE, MATHEIN, HEINS, BARNES, CRIST, PATTERSON AND HOFFMAN VOTING AYE. MOTION PASSED UNANIMOUSLY.**
Jackson College  
DaVinci Building Purchase  
Equity Loan from Future Operations

<table>
<thead>
<tr>
<th>Fund Balance Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>General Fund Balance</td>
<td>$ 701,808</td>
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<tr>
<td>Designated Fund Balance</td>
<td>$ 9,306,062</td>
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<tr>
<td>Total Unrestricted Future Operations at 12/31/2018</td>
<td>$ 10,007,870</td>
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<tr>
<td>Equity Loan To fund DaVinci Purchase and Upgrades</td>
<td>$ 1,254,000</td>
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<tr>
<td>Revised Future Operations Balance</td>
<td>$ 8,753,870</td>
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<tr>
<td>Year 1 Rental Income</td>
<td>$ 156,750</td>
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<tr>
<td>Year 2 Rental Income</td>
<td>$ 156,750</td>
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<tr>
<td>Year 3 Rental Income</td>
<td>$ 156,750</td>
</tr>
<tr>
<td>Year 4 Rental Income</td>
<td>$ 156,750</td>
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<tr>
<td>Year 5 Rental Income</td>
<td>$ 156,750</td>
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<td>Year 6 Rental Income</td>
<td>$ 156,750</td>
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<td>Year 7 Rental Income</td>
<td>$ 156,750</td>
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<tr>
<td>Year 8 Rental Income</td>
<td>$ 156,750</td>
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<tr>
<td>Rental Income to repay equity loan @ 8 years</td>
<td>$ 1,254,000</td>
</tr>
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</table>
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President  

<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 The Authorizer Role</td>
</tr>
<tr>
<td><em>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</em></td>
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</table>

Dr. Jim Goenner from National Charter Schools Institute will be on hand to provide a review of the authorizing duties of the Jackson College Board related to Jackson Preparatory and Early College. He will be available to respond to any questions that you may have following his presentation.

<table>
<thead>
<tr>
<th>Resource Impact:</th>
</tr>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Requested Board Action:</th>
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<tbody>
<tr>
<td>None</td>
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<table>
<thead>
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<th>Action Taken:</th>
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</thead>
<tbody>
<tr>
<td>None</td>
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</table>
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President  

<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
</tr>
</thead>
</table>
| 8.2   Economic Impact Analysis  
(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board) |

Recently, the college engaged with Emsi for an economic impact analysis. Enclosed in your pack is the executive summary of the results. All of the reports will be added to the web and a press release will be planned shorty.

<table>
<thead>
<tr>
<th>Resource Impact:</th>
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<td>None</td>
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<tr>
<th>Requested Board Action:</th>
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<tbody>
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<table>
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<tr>
<th>Action Taken:</th>
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<tr>
<td>None</td>
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</table>
The Economic Value of Jackson College

EXECUTIVE SUMMARY
Jackson College (JC) creates value in many ways. The college plays a key role in helping students increase their employability and achieve their individual potential. The college draws students to the region, generating new dollars and opportunities for the JC Service Area. JC provides students with the education, training, and skills they need to have fulfilling and prosperous careers. Furthermore, JC is a place for students to meet new people, increase their self-confidence, and promote their overall health and well-being.

JC influences both the lives of its students and the regional economy. The college supports a variety of industries in the JC Service Area, serves regional businesses, and benefits society as a whole in Michigan from an expanded economy and improved quality of life. The benefits created by JC even extend to the state and local government through increased tax revenues and public sector savings.

This study measures the economic impacts created by JC on the business community and the benefits the college generates in return for the investments made by its key stakeholder groups—students, taxpayers, and society. The following two analyses are presented:

Economic impact analysis

Investment analysis

All results reflect employee, student, and financial data, provided by the college, for fiscal year (FY) 2017-18. Impacts on the JC Service Area economy are reported under the economic impact analysis and are measured in terms of added income. The returns on investment to students, taxpayers, and society in Michigan are reported under the investment analysis.

1 For the purposes of this study, the JC Service Area is comprised of Jackson, Hillsdale, and Lenawee Counties.
Economic impact analysis

JC promotes economic growth in the JC Service Area through its direct expenditures and the resulting expenditures of students and regional businesses. The college serves as an employer and buyer of goods and services for its day-to-day operations. The college’s activities attract students from outside the JC Service Area, whose expenditures benefit regional vendors. In addition, JC is a primary source of higher education to the JC Service Area residents and a supplier of trained workers to regional industries, enhancing overall productivity in the regional workforce.

Operations Spending Impact

JC adds economic value to the JC Service Area as an employer of regional residents and a large-scale buyer of goods and services. In FY 2017-18, the college employed 597 full-time, part-time, and adjunct faculty and staff, 75% of whom lived in the JC Service Area. Total payroll at JC was $30.3 million, much of which was spent in the region for groceries, mortgage and rent payments, dining out, and other household expenses. In addition, the college spent $8.2 million on day-to-day expenses related to facilities, supplies, and professional services.

JC’s day-to-day operations spending added $34.5 million in income to the region during the analysis year. This figure represents the college’s payroll, the multiplier effects generated by the in-region spending of the college and its employees, and a downward adjustment to account for funding that the college received from regional sources. The $34.5 million in added income is equivalent to supporting 662 jobs in the region.

Student Spending Impact

Around 22% of students attending JC originated from outside the region in FY 2017-18, and some of these students relocated to the JC Service Area to attend JC. These students may not have come to the region if the college did not exist. In addition, some in-region students, referred to as retained students, would have left the JC Service Area if not for the existence of JC. While attending the college, these relocated and retained students spent money on groceries, accommodation, transportation, and other household expenses. This spending generated $2.3 million in added income for the regional economy in FY 2017-18, which supported 50 jobs in the JC Service Area.

IMACTS CREATED BY JC IN FY 2017-18

- $34.5 million Operations Spending Impact
- $2.3 million Student Spending Impact
- $239.6 million Alumni Impact
- $276.4 million TOTAL IMPACT
- OR -
- 3,517 JOBS SUPPORTED
Alumni Impact

The education and training JC provides for regional residents has the greatest impact. Since its establishment, students have studied at JC and entered the regional workforce with greater knowledge and new skills. Today, thousands of former JC students are employed in the JC Service Area. As a result of their JC educations, the students receive higher earnings and increase the productivity of the businesses that employ them. In FY 2017-18, JC alumni generated $239.6 million in added income for the regional economy, which is equivalent to supporting 2,805 jobs.

Total Impact

JC added $276.4 million in income to the JC Service Area economy during the analysis year, equal to the sum of the operations spending impact, the student spending impact, and the alumni impact. For context, the $276.4 million impact was equal to approximately 2.4% of the total gross regional product (GRP) of the JC Service Area. This contribution that the college provided on its own is nearly as large as the entire Real Estate & Rental & Leasing industry in the region.

JC’s total impact can also be expressed in terms of jobs supported. The $276.4 million impact supported 3,517 regional jobs, using the jobs-to-sales ratios specific to each industry in the region. This means that one out of every 38 jobs in the JC Service Area is supported by the activities of JC and its students. In addition, the $276.4 million, or 3,517 supported jobs, impacted regional industries in different ways. Among non-education industry sectors, JC supported the most jobs in the Health Care & Social Assistance industry sector – supporting 599 jobs in FY 2017-18. These are impacts that would not have been generated without the college’s presence in the JC Service Area.

One out of every 38 jobs in the JC Service Area is supported by the activities of JC and its students.
Investment analysis

An investment analysis evaluates the costs associated with a proposed venture against its expected benefits. If the benefits outweigh the costs, then the investment is financially worthwhile. The analysis presented here considers JC as an investment from the perspectives of students, taxpayers, and society in Michigan.

Student perspective

In FY 2017-18, JC served 7,182 credit and 235 non-credit students. In order to attend the college, the students paid for tuition, fees, books, and supplies. They also took out loans and will incur interest on those loans. Additionally, students gave up money they would have otherwise earned had they been working instead of attending college. The total investment made by JC’s students in FY 2017-18 amounted to a present value of $32.2 million, equal to $18.8 million in out-of-pocket expenses (including future principal and interest on student loans) and $13.5 million in forgone time and money.

In return for their investment, JC’s students will receive a stream of higher future earnings that will continue to grow throughout their working lives. For example, the average JC associate degree graduate from FY 2017-18 will see an increase in earnings of $8,900 each year compared to a person with a high school diploma or equivalent working in Michigan. Over a working lifetime, the benefits of the associate degree over a high school diploma will amount to an undiscounted value of $382.7 thousand in higher earnings per graduate. Altogether, JC’s FY 2017-18 students will receive $194.2 million in higher future earnings over their working lives, as a result of their education and training at JC.

The average associate degree graduate from JC will see an increase in earnings of $8,200 each year compared to a person with a high school diploma or equivalent working in Michigan.

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<thead>
<tr>
<th>Level</th>
<th>Annual Increase ($)</th>
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<tr>
<td>High school</td>
<td>$21,400</td>
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<tr>
<td>Certificate</td>
<td>$28,200</td>
</tr>
<tr>
<td>Associate</td>
<td>$32,300</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>$37,100</td>
</tr>
<tr>
<td></td>
<td>$52,700</td>
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Source: Emsi complete employment data

STUDENTS SEE A HIGH RATE OF RETURN FOR THEIR INVESTMENT IN JC

- 22.0% Average annual return for JC students
- 10.1% Stock market 30-year average annual return
- 0.8% Interest earned on savings account (National Rate Cap)

The students’ benefit-cost ratio is 6.0. In other words, for every dollar students invest in JC, in the form of out-of-pocket expenses and forgone time and money, they will receive a cumulative value of $6.00 in higher future earnings. Annually, the students’ investment in JC has an average annual internal rate of return of 22.0%, which is impressive compared to the U.S. stock market’s 30-year average rate of return of 10.1%.

Taxpayer perspective

JC generates more in tax revenue than it takes. These benefits to taxpayers consist primarily of taxes that the state and local governments will collect from the added revenue created in the state. As JC students will earn more, they will make higher tax payments throughout their working lives. Students’ employers will also make higher tax payments as they increase their output and purchases of goods and services. By the end of the FY 2017-18 students’ working lives, the state and local government will have collected a present value of $86.9 million in added taxes.

Benefits to taxpayers will also consist of savings generated by the improved lifestyles of JC students and the corresponding reduced government services. Education is statistically correlated with a variety of lifestyle changes. Students’ JC educations will generate savings in three main categories: 1) healthcare, 2) crime, and 3) income assistance. Improved health will lower students’ demand for national healthcare services. In addition, students will be less likely to interact with the criminal justice system, resulting in a reduced demand for law enforcement and victim costs. JC students will be more employable, so their reduced demand for income assistance such as welfare and unemployment benefits will benefit taxpayers. For a list of study references, contact the college for a copy of the main report. Altogether, the present value of the benefits associated with a JC education will generate $4.3 million in savings to state and local taxpayers.

Total taxpayer benefits amount to $91.1 million, the present value sum of the added taxes and public sector savings. Taxpayer costs are $21.1 million, equal to the amount of state and local government funding JC received in FY 2017-18. These benefits and costs yield a benefit-cost ratio of 4.3. This means that for every dollar of public money invested in JC in FY 2017-18, taxpayers will receive a cumulative value of $4.30 over the course of the students’ working lives. The average annual internal rate of return for taxpayers is 10.5%, which compares favorably to other long-term investments in the public and private sectors.

Return on investment for local taxpayers

Taxpayers in Jackson County provided 10% of JC’s funding, or $4.9 million, in FY 2017-18. In return for that investment, the county will receive a present value of $28.9 million in benefits, generated by increased tax revenues and government savings in the county. This means that for every dollar Jackson County taxpayers invest in the college, they will receive $5.80 in return. Local taxpayers enjoy an annual rate of return of 18.5% for this investment.

For every dollar of public money invested in JC, state and local taxpayers will receive a cumulative value of $4.30 over the course of the students’ working lives.

SOCIAL BENEFITS IN MICHIGAN FROM JC

- Social savings $13.9 million
- Total benefits to society $1.1 billion
- Added income $1.1 billion

Investment analysis
Social perspective

Society as a whole in Michigan benefits from the presence of JC in two major ways. Primarily, society benefits from an increased economic base in the state. This is attributed to higher student earnings and increased business output, which raise economic prosperity in Michigan.

Benefits to society also consist of the savings generated by the improved lifestyles of JC students. As discussed in the previous section, education is statistically correlated with a variety of lifestyle changes that generate social savings. Note that these costs are avoided by the consumers but are distinct from the costs avoided by the taxpayers outlined above. Healthcare savings include avoided medical costs associated with smoking, alcohol dependence, obesity, drug abuse, and depression. Savings related to crime include reduced security expenditures and insurance administration, lower victim costs, and reduced expenditures by the criminal justice system. Income assistance savings include reduced welfare and unemployment claims. For a list of study references, contact the college for a copy of the main report.

Altogether, the social benefits of JC equal a present value of $11 billion. These benefits include $1.1 billion in added income through students’ increased lifetime earnings and increased business output, as well as $13.9 million in social savings related to health, crime, and income assistance in Michigan. People in Michigan invested a present value total of $66.6 million in JC in FY 2017-18. The cost includes all the college and student costs.

The benefit-cost ratio for society is 16.4, equal to the $1.1 billion in benefits divided by the $66.6 million in costs. In other words, for every dollar invested in JC, people in Michigan will receive a cumulative value of $16.40 in benefits. The benefits of this investment will occur for as long as JC’s FY 2017-18 students remain employed in the state workforce.

Summary of investment analysis results

The results of the analysis demonstrate that JC is a strong investment for all three major stakeholder groups—students, taxpayers, and society. As shown, students receive a great return for their investments in a JC education. At the same time, taxpayers’ investment in JC returns more to government budgets than it costs and creates a wide range of social benefits throughout Michigan.
Conclusion

The results of this study demonstrate that JC creates value from multiple perspectives. The college benefits regional businesses by increasing consumer spending in the region and supplying a steady flow of qualified, trained workers to the workforce. JC enriches the lives of students by raising their lifetime earnings and helping them achieve their individual potential. The college benefits state and local taxpayers through increased tax receipts and a reduced demand for government-supported social services. Finally, JC benefits society as a whole in Michigan by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of students.

About the Study

Data and assumptions used in the study are based on several sources, including the FY 2017-18 academic and financial reports from JC, industry and employment data from the U.S. Bureau of Labor Statistics and U.S. Census Bureau, outputs of Emsi’s Multi-Regional Social Accounting Matrix model, and a variety of studies and surveys relating education to social behavior. The study applies a conservative methodology and follows standard practice using only the most recognized indicators of economic impact and investment effectiveness. For a full description of the data and approach used in the study, please contact the college for a copy of the main report.

Emsi

Emsi is a labor market analytics firm that integrates data from a wide variety of sources to serve professionals in higher education, economic development, workforce development, talent acquisition, and site selection. Emsi is a leading provider of economic impact studies and labor market data to educational institutions in the U.S. and internationally. Since 2000, Emsi has completed over 1,800 economic impact studies for institutions across four countries. For more information about Emsi’s products and services, visit http://www.economicmodeling.com.
The Economic Value of Jackson College

**FACT SHEET**

**Jackson** College (JC) creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups—students, taxpayers, and society. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits received by each of these groups. Results of the analysis reflect fiscal year (FY) 2017-18.

**Economic impact analysis**

In FY 2017-18, JC added **$276.4 million** in income to the JC Service Area economy, a value approximately equal to 2.4% of the region’s total gross regional product (GRP). Expressed in terms of jobs, JC’s impact supported **3,517 regional jobs**. For perspective, the activities of JC and its students support one out of every **38 jobs** in the JC Service Area.

**OPERATIONS SPENDING IMPACT**

- JC employed 597 full-time, part-time, and adjunct faculty and staff. Payroll amounted to $30.3 million, much of which was spent in the region for groceries, mortgage and rent payments, dining out, and other household expenses. The college spent another $8.2 million on day-to-day expenses related to facilities, supplies, and professional services.
- The net impact of the college’s operations spending added **$34.5 million** in income to the regional economy.

**STUDENT SPENDING IMPACT**

- Around 22% of students attending JC originated from outside the region. Some of these students relocated to the JC Service Area. In addition, some in-region students would have left JC Service Area for other educational opportunities if not for JC. These relocated and retained students spent money on groceries, mortgage and rent payments, and so on at regional businesses.

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1 For the purposes of this study, the JC Service Area is comprised of Jackson, Hillsdale, and Lenawee Counties.

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**IMACTS CREATED BY JC IN FY 2017-18**

- **$34.5 million** Operations Spending Impact
- **$2.3 million** Student Spending Impact
- **$239.6 million** Alumni Impact
- **$276.4 million** TOTAL IMPACT
  - OR –
  - **3,517 JOBS SUPPORTED**
The expenditures of relocated and retained students in FY 2017-18 added $2.3 million in income to the JC Service Area economy.

ALUMNI IMPACT

- Over the years, students have studied at JC and entered or re-entered the workforce with newly-acquired knowledge and skills. Today, thousands of these former students are employed in the JC Service Area.
- The net impact of JC’s former students currently employed in the regional workforce amounted to $239.6 million in added income in FY 2017-18.

Investment analysis

STUDENT PERSPECTIVE

- JC’s FY 2017-18 students paid a present value of $18.8 million to cover the cost of tuition, fees, supplies, and interest on student loans. They also forwent $13.5 million in money that they would have earned had they been working instead of attending college.
- In return for their investment, students will receive $194.2 million in increased earnings over their working lives. This translates to a return of $6.00 in higher future earnings for every dollar students invest in their education. Students’ average annual rate of return is 22.0%.

TAXPAYER PERSPECTIVE

- State and local taxpayers provided JC with $21.1 million of funding in FY 2017-18. In return, they will benefit from added tax revenue, stemming from students’ higher lifetime earnings and increased business output, amounting to $86.9 million. A reduced demand for government-funded services in Michigan will add another $4.3 million in benefits to taxpayers.
- For every dollar of public money invested in JC, taxpayers will receive $4.30 in return, over the course of students’ working lives. The average annual rate of return for taxpayers is 10.5%.

SOCIAL PERSPECTIVE

- In FY 2017-18, Michigan invested $66.6 million to fully support JC. In turn, the Michigan economy will grow by $1.1 billion, over the course of students’ working lives. Society will also benefit from $13.9 million of public and private sector savings.
- For every dollar invested in JC educations in FY 2017-18, people in Michigan will receive $16.40 in return, for as long as JC’s FY 2017-18 students remain active in the state workforce.
**TO:** Jackson College Board of Trustees  
**FROM:** Dr. Daniel J. Phelan, President

### Subject to be Discussed and Policy Reference:

| 8.3 | President’s Report  
| 8.3.1 | Legislative  
| 8.3.2 | College Items  
| 8.3.2.1 | Exponent Article: Board of Trustees Elects Officers  
| 8.3.2.2 | Achieving the Dream  
| 8.3.2.3 | [Michigan College Access Network Article](link)  
| 8.3.2.4 | [JPEC Newsletter](link)  
| 8.3.2.5 | Upcoming Events |

*(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)*

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I will provide an update of significant legislative matters as well as major college initiatives and a review of upcoming events.

### Resource Impact:

None

### Requested Board Action:

None

### Action Taken:

None
Jackson College Board of Trustees elects officers

Jackson College's Board of Trustees elected officers for the year at their monthly meeting Monday, Jan. 14.

All officer positions will remain the same as 2017-18: Sam Barnes, chairman; John Crist, vice chairman; Sheila Patterson, secretary; and Donna Lake, treasurer. Officers of the board are elected for two-year terms, on the odd years. Trustees include Matthew Heins, Philip Hoffman and Dr. Edward Mathen.

The Board of Trustees consists of seven members, elected at large by the community college district for staggered terms of six years. Board meetings are typically held the second Monday of the month in the Potter Center, Room 214, at 6:30 p.m., with the exception of the August and December meetings which are held at other JC campuses. Note, the next board meeting is the first Monday of February, Feb. 4 at 6:30 p.m. For more information, visit jocmi.edu/board-of-trustees.

Enjoy the outdoors, Free Fishing Weekend

Ready to experience some of the finest fishing around? Check out the 2019 Winter Free Fishing Weekend Saturday, Feb. 16, and Sunday, Feb. 17. During those two days, everyone – Michigan residents and non-residents – can fish without a license, though all other fishing regulations still apply.

During that weekend, the MDNR also will waive the regular Recreation Passport requirement for vehicle access to Michigan’s 103 state parks. Several locations may be hosting official Winter Free Fishing Weekend events perfect for anglers of all skill levels.

Official winter #MIFreeFishingWeekend activities – coordinated by a variety of groups, schools, local and state parks, businesses and others – are being scheduled in communities across the state, making it easy for people to find places to fish. Learn more at michigan.gov/freefishing or contact Elyse Walter at 517-284-5839.

Columbia fire department report

Jan. 10
Rescue: Austin Road/Case Road; Norvell Township; Constitution Avenue
Street/River Street: Jan. 13
Rescue: Cary Road; Constitution Avenue; Wampers Lake Road; North Main Road
Road/Hewitt Road: Jan. 15
Rescue: Cary Road; Constitution Avenue; Wampers Lake Road; North Main Road

Jan. 11
Rescue: Constitution Avenue; Wampers Lake Road; North Main Road; Constitution Avenue; Wampers Lake Road; North Main Road

Jan. 14
Fire: Morningside Court (2); Rescue: Kelley Road; Jefferson Road
Rescue: Brooklyn Road; Cary Road; Brooklyn Road

Jan. 16
Rescue: Brooklyn Road; Cary Road; Brooklyn Road

The eagle has landed....on Lake Columbia
February 13, 2019

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

Dear President Phelan,

Thank you for your interest in recertifying as an Achieving the Dream Leader College and applying for Leader College of Distinction (LCOD), the new designation level for high-achieving institutions in the ATD Network.

I am pleased to inform you that Jackson College has been selected to be recertified as a Leader College. To better promote continuous improvement, we raised the bar for Network colleges to maintain Leader College status. Your institution rose to the challenge and illustrated your commitment to student success by meeting the more challenging metrics established. Your commitment to student success is commendable, and we are pleased to see some growth in your overall outcomes and the strides being made to close equity gaps. Congratulations!

While Jackson College did achieve recertification as a Leader College, I regret to inform you that Jackson College was not selected to join the 2018 Leader College of Distinction cohort. The metrics for Leader College of Distinction—improving three student outcome metrics (including one lagging indicator) while also narrowing equity gaps for two metrics—were more rigorous than the revised Leader College requirements. Although we saw impressive progress in your work, the progress did not rise to the level of LCOD at this time. We encourage you to continue your student success efforts and hope that you will reapply for the LCOD designation next year. If you would like to discuss the results of your Leader College of Distinction application review, please contact Nekeisia Booyer, Associate Director for Network Engagement, at nbooyer@achievingthedream.org.

Your Leader College status is renewed through June 2021 and entitles you to reapply for Leader College of Distinction as you make further continuous and innovative improvements. Achieving the Dream will send out the new Leader College logo for you to display on your website. As a reminder, retaining the Leader College status entails remaining active within our community of learners, paying all applicable annual participation fees, continuing to demonstrate improvement in your data, and narrowing equity gaps and implementing practices focused on equity and excellence.
We are deeply grateful for your continued participation in Achieving the Dream and look forward to supporting your progress toward executing and measuring the impact on student outcomes.

We are excited to welcome you and your team in Long Beach, California next week at DREAM 2019!

Sincerely,

[Signature]

Dr. Karen A. Stout
President and CEO
Achieving the Dream, Inc.
http://www.micollegeaccess.org/about/news/blog/1734
https://spark.adobe.com/page/vkCNDgUKtB7ox/
Please review the following list of JC & Community Events where your participation is encouraged.

- **Sip, Savor, Support Athletics Fundraiser**  
  Friday, March 22, 2019  
  6pm  
  Gene Davis & Sons

- **JHS Ambassador Dinner**  
  Friday, March 22, 2019  
  6pm  
  Jackson High School Fieldhouse

- **Community Concert Band Performance**  
  Sunday, March 24, 2019  
  3pm  
  Sheffer Music Hall

- **Jackson College Easter Egg Hunt**  
  Saturday, April 20, 2019  
  10am  
  Central Campus

- **All College Celebration**  
  Friday, April 26, 2019  
  5:30pm  
  Potter Center Dining Commons

- **Henry Ford Allegiance Health Pink Ball**  
  Saturday, April 27, 2019  
  6pm  
  Country Club of Jackson

- **Kente Ceremony**  
  Tuesday, April 30, 2019  
  6pm  
  Baughman Theatre

- **Nurses Pinning Ceremony**  
  Thursday, May 2, 2019  
  6pm  
  Sheffer Music Hall

- **Students in Excellence Ceremony**  
  Friday, May 3, 2019  
  5:30pm  
  Baughman Theatre

- **Jackson College Commencement**  
  Saturday, May 4, 2019  
  10am & 2pm  
  Sheffer Music Hall

*Tickets are often required to these events so please RSVP to Sandra Phelan at 796-8473 at your earliest convenience.
TO: Jackson College Board of Trustees  
FROM: Dr. Daniel J. Phelan, President  

<table>
<thead>
<tr>
<th>Subject to be Discussed and Policy Reference:</th>
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<tr>
<td>9.0  Closed Session</td>
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<td>(BOARD POLICY: EXECUTIVE LIMITATIONS: Communication and Counsel to the Board)</td>
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| As provided by Public Act §15.268, Section 8, sub-section (c) for purposes of discussing negotiations of union collective bargaining agreements.  
I hereby request closed hearing at this time for the above purposes. This requires an individual vocal affirmation.  
Following the closed session the Board will need to return to open session and declare such thru a vocal individual affirmation. |

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<tr>
<td>MOTION BY TRUSTEE CRIST “To move into closed session for the purpose of discussing contract negotiations.” ROLL CALL VOTE: TRUSTEES LAKE, MATHEIN, HEINS, BARNES, CRIST, PATTERSON AND HOFFMAN VOTING AYE. MOTION PASSED UNANIMOUSLY. The Board moved into closed session at 7:58PM.</td>
</tr>
<tr>
<td>MOTION BY TRUSTEE CRIST “To move back into open session”. TRUSTEES LAKE, MATHEIN, HEINS, BARNES, CRIST, PATTERSON AND HOFFMAN VOTING AYE. MOTION PASSED UNANIMOUSLY. The Board reconvened to open session at 8:06PM.</td>
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