This Open Meeting of the Board of Trustees is authorized in accordance with the Texas Government Code, §§551.001 through 551.146. Verification of Notice of Meeting and Agenda are on file in the Office of Board Relations. Per Texas Government Code §551.1282, this meeting is being broadcast over the Internet in the manner prescribed by Texas Government Code, §551.128. In accordance with Texas Government Code §551.127 one or more members of the Board of Trustees may participate in the meeting via videoconference in accordance with the provisions thereof.

NOTICE OF A REGULAR MEETING OF THE BOARD OF TRUSTEES FOR DALLAS COLLEGE AND RICHLAND COLLEGIATE HIGH SCHOOL
Tuesday, December 6, 2022 | 4:00 PM

Administrative Office
1601 Botham Jean Blvd., Room #007
Dallas, Texas 75215
www.dallascollege.edu/boardoftrustees

Persons who address the Board are reminded that the Board may not take formal action on matters that are not part of the meeting agenda and may not discuss or deliberate on any topic that is not specifically named in the agenda. For any non-agenda topic introduced during this meeting, there are three (3) permissible responses: 1) to provide a factual answer to a question; 2) to cite specific Board Policy relevant to a topic; or 3) the topic may, at a later date, be placed on a Board Agenda for a subsequent meeting.

Speakers shall direct their presentations to the Board Chair, or the Board, as a whole.

Regular Meeting Agenda

1.	**Roll Call - Announcement of Quorum**	Page
2.	**Certification of Notice Posted for the Meeting**	
3.	**Pledges of Allegiance to U.S. and Texas Flags**	

4.   Citizens Desiring to Address the Board

5.   Special Presentation: Dallas College Student Championships

6.   Chancellor and Board Announcements

(Comments on Accomplishments; Awards Received; Appointments at the Local, State, and National Level; Published Articles and Newspaper Reports; District/College Reports/Metrics, and Upcoming Events; Workshops, Seminars, and Conferences taking place at the District or any of its Colleges)

    6.1.   Announcements from the Chancellor

    6.2.   Announcements from the Board Chair and/or Trustees

7.   Opportunity for Members of the Board and Chancellor to Declare Conflicts of Interest Specific to this Agenda

8.   Consent Agenda

(Consent Agenda items may be approved by a single motion and vote or, alternatively, upon request of a Trustee(s); any listed item can be removed and considered individually.)

9.   Policy Items - First Reading

10.   Informative Reports

11.   Executive Session (if required)

11.1.   Consultation with Attorney Regarding Legal Matters or
Pending and/or Contemplated Litigation or Settlement Offers
- Section 551.071

11.2.   Personnel Matters Relating to Appointment, Employment,
Evaluation, Assignments, Duties, Discipline, or Dismissal of
Officers or Employees - Section 551.074

11.3.   Deliberate Regarding Real Property Since Open Deliberation
would have a Detrimental Effect Upon Negotiations with a
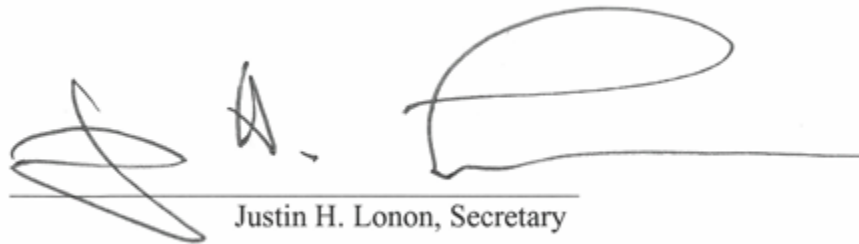
Third Person - Section 551.072

    11.4.   Deliberate Regarding Security Devices or Security Audits - Sections 551.076 and 551.089

12.   Adjournment

CERTIFICATION OF NOTICE POSTED FOR THE DECEMBER 6, 2022 REGULAR MEETING OF DALLAS COLLEGE AND RICHLAND COLLEGIATE HIGH SCHOOL BOARD OF TRUSTEES

I, Justin H. Lonon, Secretary of the Board of Trustees of Dallas College, do certify that a copy of the notice for this meeting was posted on the 2nd day of December 2022 in compliance with the applicable provisions of the Texas Open Meetings Act.

Justin H. Lonon, Secretary

CONSENT AGENDA NO. 8.1.a.

Approval of Regular Meeting Minutes for November 1, 2022

It is recommended that the Board approve the minutes of the November 1, 2022, Regular Board meeting.

A Regular meeting of the Board of Trustees of Dallas College was held Tuesday, November 1, 2022, beginning at 4:00 p.m. and was broadcasted via the streaming link: https://dcccd.new.swagit.com/events/14447. The meeting was convened by Chair Bravo.

Board Members and Officers Present

Mr. Cliff Boyd
Ms. Monica Lira Bravo (Chair)
Ms. Charletta Rogers Compton
Ms. Diana Flores
Dr. Catalina Garcia
Dr. Justin H. Lonon (Secretary and Chancellor)
Mr. Paul Mayer
Mr. Phil Ritter (Vice Chair)

Absent Members

None.

1. **Roll Call - Announcement of Quorum** confirmed by Chair Bravo.

2. **Certification of Notice Posted for the Meeting**
   Confirmed by Chancellor Lonon in accordance with section 551.054 of the Texas Government code.

3. **Pledges of Allegiance to U.S. and Texas Flags** led by Trustee Boyd.

4. **Citizens Desiring to Address the Board**
   No citizens addressed the board.

5. **Special Presentations**
   5.1. Associated Collegiate Press and College Media Association

National Awards - Recognition of Dallas College Student Journalists

Chancellor Lonon stated that he was privileged to recognize the student journalists who were present. He reminded everyone that these students regularly won awards and represented the college well. He listed their recent accomplishments at Media Fest 2022 in Washington D.C., where our student journalists competed against two- and four-year colleges and universities from coast to coast. Dallas College returned with 15 national awards. In addition to the individual awards, Eastfield Campus was recognized as a part of the Pacemaker 100 which honors the top 100 student media publications. The Pacemaker has been in existence since 1927 and is the student equivalent of the Pulitzer Prize. Chancellor Lonon said the students make these achievements with the support of our faculty and advisors. He requested that Student Media Faculty Advisor, Lori Dann, come forward and share more details and introduce the students.

Faculty Advisor Lori Dann addressed the Board and spoke about their recent trip to Media Fest 2022, saying that it is the largest gathering of student journalists and advisors in the nation with 1,100 student journalists in attendance, including 20 students and four advisors from Dallas College with a total of 330 college media organizations represented. She the students were inspired as they met many of their journalism heroes at Media Fest. Dann then thanked her department leadership for their support, naming them each individually. She also named famous journalists the students were able to meet and places they got to visit, including the Washington Post where Eastfield journalist students were honored. She concluded by sharing the vital role student media plays in the future success of our students. She introduced the student journalists present, naming each one and listing additional awards they received at Media Fest. Dann then asked student journalist Trent Ray to speak.

Trent Ray, from the Brookhaven Carrier newspaper, addressed the Board and spoke about his experiences working with the newspaper and how it has changed his mind about his future. He recognized his advisors and media staff for their leadership and what he's learned. He also spoke about the speakers and workshops at the conference in Washington D.C. and detailed how it impacted his

growth and learning.

Carmen Guzman from the Eastfield Et Cetera newspaper spoke to the Board and thanked all those who contributed to their success and provided the funding and approval for their trip to Washington D.C. Carmen also spoke about the inspiration the Media Fest conference afforded and the experience of working with fellow students.

Blanca Reyes from the Richland Chronicle thanked leadership and all those present before speaking about her educational journey and her positive experiences at Dallas College. She is a returning graduate who has received a bachelor's degree and credited Dallas College and the staff for her ability to receive a scholarship for her master's degree. Blanca also stated she was the first in her family to get a college degree. She closed by thanking all those present who supported her, acknowledging each one individually.

Chancellor Lonon addressed the students sharing proud Dallas College is of each of them and predicted that they will go on to do good things. He also expressed gratitude to the faculty who care for and support these students. Dr. Lonon concluded by congratulating the students then asked the student journalists and media team to come forward for a picture with the Trustees.

6.   Chancellor and Board Announcements
   6.1.   Announcements from the Chancellor

Chancellor Lonon acknowledged the close of Halloween and the celebration of Dia de los Muertos festivies, mentioning Marketing and staff who supported these activities recently. He recognized Trustee Flores and her participation and representation of Dallas College in the recent parade for Dia de los Muertos. There were also two events at Mountain View Campus. In a final note, he reminded employees to participate in the employee engagement survey, posted as a part of Action '22 continues improvement initiative. He welcomed employee feedback and encouraged participation. The deadline for participating in the survey is December 7, 2022.

Chancellor Lonon said that Dr. Joseph, who was not in attendance, had three new members on her team: Manju Shah, who leads our Data Analytics team; Stephanie Hill with Student Life and Engagement; and Carlos Cruz, who leads our Student Well-Being and Social Support. He acknowledged that each of these positions are key positions within our Student Services team.

Chancellor Lonon also spoke about a $3 million Skills Development Fund grant that Dallas College received from the Texas Workforce Commission. It supports the construction industry and includes training for 1,500 employees for 18 construction companies. He then thanked Dr. Wilkins, Dr. Freeman and others who are a part of the Workforce Advancement team for their leadership. Finally, he mentioned that several Trustees were at the Association of Community College Trustees Annual Leadership conference with trustees from around the country and the opportunity it afforded for sharing and learning. Chancellor Lonon concluded his remarks by saying he had the opportunity to share information about the Dallas County Promise program and how that has been the model for other institutions and Promise programs. He also presented with the lead of Texhoma Promise and Grayson College trustee.

6.2. Announcements from the Board Chair and/or Trustees

Chair Bravo asked if any other Trustees would like to make a comment.

Trustee Compton commented on the special event Cedar Valley hosted for their HVAC mobile lab, noting that there were several Trustees present. She continued by saying it was timely and needed in this community, also giving credit to Dr. Seabrooks and his team for the event's success.

Trustee Flores said she was reminded of the Faculty Reception, thanking the Faculty Council for it, and stating this event had been brought back after several years.

Trustee Flores said that she is on the Board of the North Texas Food Bank, and they recently started a Hispanic affinity group called Sin Hambre, Without Hunger, which launched on October 15, 2022. Volunteers helped assemble food kits to send to organizations that distribute food. She thanked those who

supported those efforts and encouraged others to share two or three hours on a Saturday morning to assist in the effort.

Trustee Flores also mentioned the Dia de los Muertos parade held on October 29, 2022. She contacted Interim Chief of Marketing, Dr. Williams to see if Dallas College could participate in the parade. Dr. Williams responded that he was unsure due to the investments made in the Veterans Day parade. Trustee Flores suggested they use a golf cart and Dr. Williams agreed. She also noted that many students visited the Dallas College booth where our students were performing face painting led by Art Faculty Omar Hernandez from El Centro Campus. Trustee Flores then acknowledged the other leadership, staff, and teams who contributed to this event.

Dr. Williams said it was a great event with an estimated 20,000 people present. His desire is that Dallas College will be a larger part next year to maintain our relationship with the event.

Trustee Boyd spoke about attending the Association of Community College Trustees Annual Leadership conference with other trustees from across the country and learning about the creativity, programs and processes that other colleges have implemented, which helps in planning and evaluating our own ideas. He said one area they worked on was mental illness and mental health. There were several opportunities to speak with people who have utilized successful programs.

Trustee Boyd also mentioned the Veterans Day event on Wednesday, November 16, 2022, from 11 a.m. to 2 p.m. at the Mountain View Campus in the student courtyard. They chose to have it on the Wednesday after Veterans Day so Dallas College would not compete with the City of Dallas event. Trustee Boyd said it was an opportunity to present what Dallas College provides for veteran students to help them understand their benefits and entitlements. He closed by thanking the Veterans Services team for their work.

Trustee Ritter shared the experience he had at a theater performance at Richland Campus, called "Self-Injurious Behavior" written by a Dallas playwright. It is the story about autism, a mother's love, and friendship. Trustee Ritter said it made a

powerful impact. He recognized those in the theater department and the effort it takes to produce a play. He said this was an industry that basically shut down all over the world during COVID and is now coming back. He spoke about the vital role theater plays in the hospitality and entertainment industry and in students' overall education.

Trustee Mayer shared that he and Richland President, Dr. Eggleston attended a luncheon yesterday at the Garland Chamber of Commerce. The speaker was the chairman of the Texas Workforce Commission. He said the speaker's main point was that we have 500,000 unemployed and 600,000 open positions. The speaker admonished Dallas College to go to work, acknowledging that's who gets the work done.

Chair Bravo added that she also enjoyed attending the ACCT conference with her colleagues and spoke about the great ideas she brought back to Dallas College. She said they heard a panel from the leadership of every accreditation body for colleges pointing out that it was very insightful and the first time they had done that. She also reminded everyone about early voting, which would be going on through Friday of this week, and election day was that next Tuesday. She said she also attended the HVAC event and faculty social at Cedar Valley, in addition to attending the Sister-to-Sister Domestic Violence door decorating contest with Chancellor Lonon early in October at El Centro Campus.

Chair Bravo wished Vice Chair Ritter a happy birthday.

Chair Bravo also recognized three recent retirees: Christa Jones with 21 years of service; Francyenne Maynard with 26 years of service; and Pramoda Paul with 21 years of service.

7. **Opportunity for Members of the Board and Chancellor to Declare Conflicts of Interest Specific to this Agenda**
No conflicts declared.

8. **Consent Agenda**
Chair Bravo said they had determined to pull item 8.3a, which is the approval of the amendment concerning travel, which will be addressed at a later committee date. She then asked if any Trustee wished to remove

any remaining item from the consent agenda for question or separate consideration.

Trustee Compton asked if we could make a motion to approve all items except 8.3 or do we have to vote on those finance items individually.

After some discussion with Legal Counsel Robert Wendland, Chair Bravo confirmed that we do not have to vote on the finance items individually.

Trustee Compton made a motion to approve consent agenda items 8.1a, 8.2a, 8.2b, 8.3b, 8.4a, 8.5a.

Seconded by Vice Chair Ritter.

Motion passed at 4:45 p.m.

8.1. Meeting Minutes
   a. Approval of Regular Meeting Minutes for October 4, 2022
8.2. Finance Items
   a. Approval of Order authorizing the issuance of General Obligation Bonds, Series 2022; Delegating the sale of the bonds to the designated financial officer named in this Order; Establishing parameters regarding the sale of the Bonds; and Approving and authorizing instruments and procedures relating thereto
   b. Consideration and Action to Approve the Assignment and Transfer of Two Educational Broadband Service (EBS) Licenses Representing Call Signs WHR830 and WNC582 from Dallas College to NSAC, LLC
8.3 Policy Items
   a. Approval of Amendment to Policies Concerning Travel – BBG (LOCAL) Compensation and Expenses
   b. Approval of Amendments to Policies Concerning Travel - DEE (LOCAL) Compensation and Benefits, Expense Reimbursement
8.4 Education Workforce Item
   a. Approval of Continuing Education Tuition Rate Schedule for Fall 2022
8.5 Richland Collegiate High School Item
   a. Adoption of Resolution Approving 2022-2023 Special Education (SPED) Policies for Richland Collegiate High School

9. Informative Reports

No questions or comments for the informative reports.

    9.1. Committee Reports

        a.   Finance Committee Notes for September 13, 2022

        b.   Governance Committee Notes for October 4, 2022

        c.   Education Workforce Committee Notes for October 4, 2022

    9.2. Current Funds Operating Budget Report (September 2022)

    9.3. Monthly Award and Change Order Summary (September 2022)

    9.4. Dallas College Foundation Report (September 2022)

    9.5. Notice of Grant Awards (November 2022)

    9.6. Workforce & Advancement Ascend Institute Report (September 2022)

    9.7. Dallas College Human Capital New Hire/Position Report (September 12, 2022 - October 12, 2022)

    9.8. Richland Collegiate High School Emergent Bilingual Report (August 2, 2021 - September 31, 2022)

10. Executive Session

No executive session called.

11. Adjournment

Meeting adjourned at 4:46 p.m.

FINANCIAL ITEM NO. 8.2.a.

Approval of Easement and Right of Way to ONCOR Delivery Company LLC at Eastfield Campus

The Chancellor recommends that authorization be given to approve an agreement with ONCOR Delivery Company LLC to grant easement and right-of-way for the partial relocation of the existing electrical easement providing primary service to Eastfield campus.

Purpose
Relocation of proposed easement will accommodate construction of the new Student Success and Academic Building on the Eastfield Campus.

Background
This proposed easement site will initiate the approval of an easement and right-of-way agreement with ONCOR Electric Delivery Company, LLC, for Dallas College. The easement agreement will bind ONCOR Electric Delivery Company, LLC, to preserve and protect the College property. The College will have the right to review, approve design and construction of this work.

Resource Contacts
John Robertson, Chief Financial Officer
Scott Wright, Deputy Chief, Facilities Officer
Eddie Tealer, Campus President, Eastfield

RICHLAND COLLEGIATE HIGH SCHOOL NO. 8.3.a.

Approval of the 2023-2024 Academic Calendar for Richland Collegiate High School

The Chancellor recommends that the Board of Trustees adopts the 2023-2024 Academic Calendar for Richland Collegiate High School (RCHS).

Richland Collegiate High School 2023-2024 Academic Calendar

Fall 2023 Semester

July 28	Orientation - Incoming Juniors
July 31	First Class Day (August Term)
August 18	Student Holiday (RCHS Staff Development Day-Waiver Day)
August 21	Fall Semester Begins
September 4	High School Closed (Labor Day Holiday)
November 23-24	High School Closed (Thanksgiving Holiday)
December 4-7	Final Exams
December 7	Fall Semester Ends
December 7-January 15	High School Closed (Winter Break)

Spring 2024 Semester

January 8-12	Orientation - Incoming Juniors
January 15	High School Closed (Martin Luther King Jr. Holiday)
January 16	Spring Semester Begins
February 22-23	Student Holiday (RCHS Staff Development Day-Waiver Day)
March 11-15	High School Closed (Spring Break)
April 5	High School Closed (Holiday)
May 6-9	Final Exams
May 9	Last Day of School

<u>Background</u>
The 2023-2024 RCHS Academic Calendar includes one Institutions of Higher Education (IHE) and two staff development day waivers (August 18, 2023, and February 22, 2024).

Texas Education Code Title 2, Subtitle C, Chapter 11, Subchapter A, Sections 11.151 and 11.1511 list general and specific powers and duties of the school board. Approval of a school's calendar is considered the responsibility of the school board; therefore, RCHS is required to have board approval for each academic calendar, which includes appropriate waivers for staff development days, early release, and modified assessment.

<u>Resource Contact</u>
Lea Munkres, Executive Director, Richland Collegiate High School

RICHLAND COLLEGIATE HIGH SCHOOL ITEM NO. 8.3.b.

> ### Approval of The Texas Education Agency Waivers for Richland Collegiate High School 2023-2024 Institutions of Higher Education (IHE) and Staff Development Days

The Chancellor recommends that the Board of Trustees approves the Richland Collegiate High School (RCHS) 2023-2024 Institutions of Higher Education waiver and staff development days based on a majority of the members indicating approval of this request.

Background
Pursuant to Texas Education Code (TEC) Sec. 25.081 (a), the Institutions of High Education waiver allows district students taking dual credit courses at an IHE with fewer than 75,600 minutes to meet the calendar requirement.

Pursuant to Texas Education Code (TEC) Sec. 25.081, the Staff Development Days waiver allows the College or charter school to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

- 2,100 minutes of student instruction for districts and charter schools that provide operational and instructional minutes; or
- Five days of student instruction for charter schools that provide 180 days of operation.

Effective Date
Upon Board Approval for the 2023-2024 School Year

RESOLUTION NO. 8.4.a.

    Adoption of 88th Legislative Session 2023 Priorities

The Chancellor recommends that the Board of Trustees of Dallas College adopt the attached resolution, which sets forth the College's legislative priorities for the 88th Session of the Texas Legislature, scheduled to convene on January 10, 2023.

A RESOLUTION OF DALLAS COLLEGE BOARD OF TRUSTEES REGARDING CERTAIN DALLAS COLLEGE LEGISLATIVE PRIORITIES FOR THE UPCOMING 88TH REGULAR SESSION OF THE TEXAS LEGISLATURE

WHEREAS, on January 10, 2023, the Texas Legislature will convene in its 88th Regular Session; and

WHEREAS, the Board of Trustees recognizes the importance of engagement with State Legislators on matters of importance to Dallas College, its mission and operations, the community it serves, and the taxpayers of Dallas County who support Dallas College, and therefore determines it appropriate to direct the Chancellor to monitor and prioritize certain legislative initiatives in Dallas College's engagement with its valued legislative partners; and

WHEREAS, the Board of Trustees knows that the commitment of the Texas Legislature to strong investment in the value of community colleges, the students who rely upon community colleges as a pathway to education, training, and employment, and the employers and industry served by community colleges, will ensure that community colleges have the resources and capacity needed to meet the student and business needs of today and to continue fueling Texas' job engine of tomorrow:

NOW THEREFORE BE IT RESOLVED, BY THE DALLAS COLLEGE BOARD OF TRUSTEES:

That the Dallas College Board of Trustees respectfully empower and support our valued and respected State Legislators to act on behalf of the College's students and the employers it serves as the Legislature considers bills of interest and asks for support of the following priorities in the upcoming 88th Regular Session of the Texas Legislature:

1. **Support the recommendations of the Texas Commission of Community College Finance which includes the following:**

   State Funding for Outcomes
   - o Develop a modern community college finance model that distributes the majority of state funding based on measurable outcomes aligned with regional and state workforce needs and state goals for *Building a Talent Strong Texas.*
   - o Ensure community colleges across Texas can access foundational levels of funding for instruction and operations through a state-funded guaranteed yield for colleges with low taxable valuations.

- Ensure transition to the new funding model does not negatively impact students or community colleges, being mindful of the need for funding prerogatives aimed at hard to serve student populations and the provision of funding resources necessary to meet the needs of community colleges as they provide student support services, including mental health resources and other vital services, for their students. Hold harmless funds should be made available to facilitate transition to a dynamic, primarily outcomes-based funding formula.

Affordability for Students
- Increase funding for Texas Educational Opportunity Grants (TEOG).
- Provide financial aid through colleges to cover tuition and required fees in dual credit courses for economically disadvantaged students.
- Expand partnerships among colleges and private employers for paid work-based learning, including work-student, apprenticeships, and internships related to students' programs of study, utilizing the work-based learning strategic framework developed by the Governor's Tri-Agency Workforce Initiative.

Investments in College Capacity
- Provide one-time seed grants for programs in high-demand fields to support community colleges in rapidly standing up or expanding programs to meet regional and state workforce needs.
- Support and facilitate shared services and stronger inter-institutional partnerships
- Update state policies, and build upon the recent work by individual colleges, to help community colleges across the state provide high-quality non-credit credential programs that are convertible and stackable with credit bearing programs.

2. **Continued Support for Small Business Development Centers (SBDC)**
   Small Business Development Centers help small businesses which are the backbone of Texas. There are four main centers across Texas, with Dallas College's SBDC serving over 45 counties through various field and satellite offices. SBDC helps businesses, in myriad ways, including:

- Over 60 centers statewide strategically located in rural, urban, and suburban communities throughout the Lone Star state
- SBDC customizes a client's experience and addresses their needs from financing to exploring new markets, SBDC staff has the knowledge and access to tools and resources to help small businesses succeed

- SBDC's experienced professionals provide confidential business consulting -- at no cost to the client. They also provide affordable training to help businesses at every stage of development
- From 2021-2022 North Texas SBDC has helped create 2,001 new jobs and protected (retained) 17,081 jobs

3. **Local Control**

Maintain local control for the elected officials who govern Dallas College to act in the best interest of those they serve

IT IS HEREBY SO RESOLVED.

Adopted on the 6th day of December 2022.

DALLAS COLLEGE

By: _____

Monica Lira Bravo, Chair of the Board of Trustees

Attest:

By: _____

Justin H. Lonon, Secretary to the Board of Trustees

RECOMMENDATION FROM AUDIT COMMITTEE NO. 8.5.a.

<u>Approval of Annual Comprehensive Financial Report for the College and Richland Collegiate High School and Single Audit Report of Federal and State Awards together with Reports of Independent Auditors, for the Fiscal Years Ended August 31, 2022 and 2021</u>

The Audit Committee recommends that the Board of Trustees approve the annual comprehensive financial report for the College and the Richland Collegiate High School.

POLICY ITEM - FIRST READING NO. 9.1.

Policies Concerning Development of Policy and Administrative Rules and Regulations: BE & BH (LOCAL)

As discussed earlier this year, the office of the General Counsel currently drafts most policies and/or regulations directing the governance, operation, and academic functions of the College. This practice does not allow for sufficient stakeholder review and advisory input. Early stakeholder input is necessary to ensure that the College's policies effectively communicate the vision, mission, values, and objectives of the institution. The proposed policy amendments establish a policy development process that includes the identification of policy owners, stakeholder input throughout, a review period, and an approval process.

EFFECTIVE DATE: UPON BOARD APPROVAL

LOCAL POLICY	EXPLANATORY NOTES	
Local Board Policy – Requires Board Approval		
BE (LOCAL) – POLICY AND BYLAW DEVELOPMENT	Establishes the role of policy within the College and distinguishes it from other rules and procedures. Proposed amendments would: Definitions: Add definitions to distinguish between the following: policy, regulations, procedures, guidelines, and handbooks. Harmony: Add language clarifying that policy must align with the College's mission and strategic priorities and that all other rules and procedures must be consistent with established policy statements. Policy Development Process: Add language that requires the development of policy to comply with BE(LOCAL) and any procedures promulgated thereunder. Ratification: Add language that allows for ratification of temporary actions in special circumstances. Central Policy Library: Establish a central policy library in which all College policies, rules, and procedures will be located.	
Administrative Regulations – Require Chancellor Approval		
BH (LOCAL) – ADMINISTRATIVE RULES AND REGULATIONS	Establishes administrative regulations as the rules and requirements for the operation of the College. Proposed amendments would:	

■ Existing Policy   ■ Deleted Policy   ■ New Policy   ■ GC Edits

| | Regulation Development Process: Add language clarifying that only those regulations developed in accordance with BH (LOCAL), and any procedures promulgated thereunder, will constitute authorized administrative regulations:

Definition: Further define regulations as distinct from policy and inclusive of procedures, guidelines, handbooks, etc., as appropriate.

Promulgation: Clarify that the Chancellor will promulgate procedures for the development of regulations. | |
| | | |

Within the context of current law, the College District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents. This policy addresses the process for developing, issuing, revising, and maintaining College District policies and applies to all College campuses, departments, faculty, staff and students. It is distinct from College District administrative regulations, procedures, guidelines and/or handbooks.

***

Terms

The terms "Trustee" and "Board member" are used interchangeably in the local policy manual. Both terms are intended to reflect all the duties and obligations of the office.

[See AB for College District name terminology]

The term "Policy" refers to a written guideline adopted by the Board under which the College District operates. Policies reflect essential board governance statements, established to provide guidance and assistance to the College District community in the conduct of College District affairs, have institution-wide application, and help ensure compliance with applicable laws and regulations. The term "Policy" does not include College District administrative regulations, procedures, guidelines and/or handbooks.

"Administrative Regulations" or "Regulations" are those rules or requirements of the College District, promulgated by the Chancellor or designee, that the College District community is required to follow. Regulations may pertain to one or more College District policies, or other matters not addressed by policy, and are subject to administrative discretion in design and implementation. Regulations, which may include procedures, are distinct from College District policy and are not adopted by the Board.

"Procedures" are those operational processes necessary to implement institutional policy. They provide the specific instructions necessary to perform the task.

"Guidelines" are interpretations of College District policies and regulations issued to assist in the conduct of College District affairs.

"Handbooks" outline the College District mission, rules and expectations for the community to which the handbook applies.

Procedures, Guidelines and Handbooks may be approved by the chief administrative officer of the operational unit to which they apply, provided they are reviewed by legal counsel. Procedures,

	guidelines, and handbooks that have broad institutional impact may require additional review and approval.
. **Harmon**izationy **with Law** Law	College District policies must be aligned with the College's mission, values and goals while enhancing operational efficiency and governance. In addition, all College District regulations, procedures and/or guidelines shall be consistent with the Board policy statements contained in this manual. In the event of conflict between the policies of this manual and other regulations, procedures or guidelines, the provisions of the policies contained in this manual shall control. Newly enacted law is applicable when effective. No policy, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.
	***
Policy Development	The College District shall be governed in accordance with written policies adopted by a majority of the Board. and maintained in a consistent format within the College District Board Policy Manual. Policies and policy amendments may be initiated by the Chancellor, college presidents, Board members, functional area leads, chief administrative officers, faculty, employees, or community citizens but generally shall be recommended for the Board's consideration by the Chancellor. The development of College District policy (including any amendments to policy), as well as the individuals engaged in developing and maintaining same, must comply with the requirements identified within this policy and any procedures promulgated hereunder.
Adoption	The Board shall have the sole right to adopt policies.
Amendment	Proposed policies or amendments introduced and recommended to the Board may be adopted at that meeting. No amendments to policy shall be made by any authority other than the one initially promulgating the same. Temporary action may be taken, however, to allow for special circumstances that demand an immediate response. When special circumstances require the ratification of such temporary action, any amendments to policy relating thereto shall be submitted to the Board for ratification as soon thereafter as reasonably practicable.
	***
Regulations	The Chancellor or designee shall have full authority to promulgate administrative regulations consistent with and in furtherance of Board policies or other matters not addressed by policy. [See BH

(LOCAL)] Such regulations shall be made a part of this manual as appropriate and/or incorporated in the College District's central policy library [See BE (REGULATION).

Operational Memoranda

~~Operational memoranda shall be issued by the chief administrative officer of the operational unit to which they apply. All such memoranda shall be consistent with the Board policy and administrative regulations statements contained in the manual. In the event of conflict between the policies and regulations of this manual and other procedures or memoranda, the provisions of this manual shall control.~~

***

Central Policy Library

The College District will maintain a central policy library that includes policies, regulations, guidelines and handbooks. To ensure consistency throughout the College, individual department websites may not maintain separate copies or versions of those documents on their websites. Department websites that reference materials included in the central policy library must link to those documents from their websites.

Development

The Chancellor and administrative staff shall be responsible for developing and enforcing ~~procedures~~ <u>rules and requirements</u> for the operation of the College District. ~~These procedures~~ <u>Rules and requirements developed and approved in accordance with this policy and any procedures promulgated hereunder</u> shall constitute the authorized administrative regulations of the College District ~~and~~<u>.</u> ~~shall consist of guidelines, handbooks, manuals, forms, and any other documents defining standard operating procedures.~~

<u>College District administrative regulations are distinct from College District policies and may include</u>, <u>procedures, guidelines, handbooks, manuals, forms, and any other documents defining College District standard operating procedures.</u> The Chancellor or designee shall ensure that administrative regulations are kept up to date and are consistent with Board policy. The Chancellor or designee shall resolve any discrepancies among conflicting administrative regulations. In case of conflict between administrative regulations and policy, policy shall prevail.

<u>The Chancellor shall promulgate procedures for the development of administrative regulations.</u>

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POLICY ITEM - FIRST READING NO. 9.2.

Approval of Amendment to Policies Concerning Personnel – DD, DCA, DLA & DMAA (LOCAL)

In January 2022, as part of the removal of the automatic three-year contract for faculty, the Board approved amendments to local policies DCA & DMAB, relating to the provision of administrator and faculty contracts and the procedural protections that govern notice of non-renewal of same. As Dallas College works to finalize the Evaluation System on which recommendations for renewal and the award of multi-year contracts will be based, revisions to related policies are necessary to ensure they align with the January 2022 amendments to DCA &DMAB, College District practice, and applicable laws.

To achieve that end, the Chancellor recommends the Board amend the following local policies:

EFFECTIVE DATE: UPON BOARD APPROVAL

LOCAL POLICY	EXPLANATORY NOTES
DD – Personnel Positions	Revisions to policy would remove definitions, "Effective," or a portion of a definition, "Faculty," that are no longer applicable to College District practices due to changes to pending changes to the College District Evaluation System or the 2020 reorganization.
DCA – Term Contracts	Revisions to policy would clarify that performance will be evaluated in accordance with the College's District's evaluation policy and any procedures promulgated thereunder. Revisions would also add language to clarify the meaning of a "Voluntary Reduction of Load."
DLA – Employee Evaluation	Revisions to policy would provide for the evaluation of all full-time employees of the College District – staff, faculty, and administrators – in accordance with procedures and criteria promulgated by the Chancellor.
DMAA – Termination Mid Contract	Revisions to policy would clarify that the procedural protections set forth in DMAA (LOCAL) apply only to terminations effected in the middle of a contract term. Non-renewal of a contract and notice of same are governed by DMAB (LOCAL)

■ Existing Policy　　■ Deleted Policy　　■ New Policy　　■ GC Edits

***

Definitions   The following terms shall have the meanings herein respectively ascribed to them within policies on personnel in this manual:

1. Academic Year: The period of College District operations approved by the Chancellor, normally including a fall and spring semester.

2. Adjunct Instructor: A person employed as a part-time faculty member.

3. Administrator: Any person who has significant administrative duties relating to the operation of the College District, including, but not limited to, the operation of a department, college, program, subdivision, or operating unit of the College District; accountability for budgets and expenditures in assigned areas; or the direct supervision of staff to produce desired results.

4. College Year: The period of College District operations commencing on or about September 1 and including the immediately following fall and spring semesters and summer sessions.

5. Contractual: As to personnel, those persons having a formal employment contract with the College District that prescribes a fixed term, compensation, and duties. All administrators and faculty are contractual personnel.

6. ~~Effective: As to faculty evaluation, a performance rating of "Meets Standards of Performance" or "Exceeds Standards of Performance."~~

~~7.~~6. Faculty: Persons employed generally on an academic year basis and (9 months) ~~persons employed up to 11 months~~and who are engaged in the delivery of academic programs. ~~Faculty shall include instructors, counselors, resource consultants, and librarians, either full-time or part-time. A faculty member who is serving under a three-year contract of employment may use the title of professor.~~

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Administrative Personnel

Administrative contracts shall be issued in accordance with applicable laws and College District policies and administrative procedures, as promulgated by the Chancellor.

An administrator who, in the opinion of the Chancellor, has significant administrative duties such that it would be in the best interest of the College District to enter into a contract of employment for a term longer than one year, and who has rendered high-quality services to the College District as determined in accordance with the College District's evaluation policy, and any procedures promulgated thereunder by the most recent employee evaluation obtained through the College Performance Evaluation System, may be offered a multi-year contract, for a term of up to three years, in accordance with College District procedures. Persons eligible for such a contract shall be members of the Chancellor's leadership team. [See BG(REGULATION)]

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Full-Time Faculty

Full-time faculty contracts shall be issued in accordance with applicable laws and College District policies and administrative procedures, as promulgated by the Chancellor.

A faculty member who has rendered high-quality services to the College District, as determined by the in accordance with the College District's evaluation policy, and any procedures promulgated thereunder faculty member's most recent faculty evaluation obtained through the College Performance Evaluation System, may be offered a multi-year contract, for a term of up to three years, in accordance with College District procedures. Nothing contained herein shall prohibit a recommendation of a contract term of less than three years for any such faculty member.

***

Wind-Down (Voluntary)Voluntary Reduction of Load

Full-time faculty members serving a multi-year contract may request, in writing, a reduced load during the term of their contract. When a faculty member makes such a request and is granted a reduced load, no additional multi-year contract will be offered. Upon approval of a request for a reduced load, the faculty member shall be placed in "wind-down" contractual status, withhave a proportionate reduction in compensation, and shall continue to serve at such reduced contract level for the remainder of the term of his or her their employment contract. For purposes of this provision, "wind-down contractual status" refers to effective nonrenewal of a multi-year contract.

Once approved, a request for a reduction of load reduced contract request may not be withdrawn by the faculty member. Accordingly, the contractual workload may not thereafter be increased, except as necessary to meet extenuating circumstances for the benefit of the College District or as required by law. Any increase in contractual workload after a reduction shall be approved in writing by the Chancellor or a designee. The Chancellor shall promulgate procedures for the submission and evaluation of requests for reduced load.

Requests for modifications or reductions to faculty load that may otherwise be authorized by law or College District policy shall be considered and/or provided in accordance with same.

Nothing contained herein shall prohibit the College District from effecting a reduction of load or issuing a notice of nonrenewal for a multi-year contract issued to any contractual employeea faculty member if it is determined, at the sole discretion of the Chancellor or a designee, to be in the best interest of the College District.

Dallas College
057501

EMPLOYEE PERFORMANCE
EVALUATION

DLA
(LOCAL)

a~~Contractual~~ Employees

The ~~College District and the administration shall be responsible for developing and maintaining, with input from professional staff,~~Chancellor shall promulgate procedures and criteria for the evaluation of all ~~contractual~~ full-time employees, including administrators, faculty~~employees~~ and staff. These procedures and criteria shall be the basis for recommended reclassification on the salary schedule, promotions, salary increases, ~~and~~ multi-year contracts, and other benefits, as may be provided by College District ~~.~~policy.

~~The immediate supervisor of an instructor will, at regular intervals, visit classes and hold conferences with each first-year instructor under his or her supervision to assist in improving teaching. All instructors will be visited frequently enough to provide an accurate evaluation of their progress. An objective evaluation of teaching effectiveness will be carried out periodically with each instructor. Written reports of faculty evaluations and conferences shall be prepared by the supervisor.~~ Designated administrative personnel will become sufficiently familiar with the ~~progress of instructors to be~~evaluation procedures and criteria to be in a position to ~~make~~ conduct an accurate ~~written evaluations for the purpose of recommending retention or release~~assessment of an employee's performance. ~~.~~

~~Staff~~

~~Written evaluations shall be completed on all professional support staff employees in accordance with procedures established by the Chancellor.~~

<center>***</center>

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Due Process   Due process procedures for faculty members for terminations dur-
Procedures   ing a contract term ~~or for nonrenewal of faculty members on three-
                    year contracts~~ are as follows.

***

The hearing shall be conducted by the hearing officer in the man-
ner that ~~he or she~~ the hearing officer deems most appropriate,
within the guidelines specified herein including the provisions that:

1. The faculty member and the ~~college president~~Provost shall
    have the right to be represented by counsel if they choose.

2. The faculty member shall have the right to face and to ques-
    tion those persons on whose judgments and opinions the rec-
    ommendation ~~against reemployment~~for termination is based.

3. The faculty member and the college president shall have the
    right to present facts and to bring forward witnesses.

4. Witnesses shall be placed under oath by the hearing officer.

5. The burden of proof shall be upon the college president to
    show facts, by a preponderance of the evidence, that support
    the termination ~~or nonrenewal~~.

Records and
Findings

***

Following the conclusion of the hearing, the hearing officer shall,
within seven days, deliver a finding of fact in writing to the ~~college
president~~Provost, to the faculty member, and to the Chancellor. In
addition to the findings of fact, the hearing officer shall include a
conclusion based on the facts that the reasons supporting the con-
templated termination ~~or nonrenewal~~ have or have not been sus-
tained.

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POLICY ITEM - FIRST READING NO. 9.3.	
Policies Concerning College Transfer: FBA (LOCAL)	

Pursuant to U.S. Department of Education regulations (the "Department") effective 2021 and relating to the accreditation of institutions of higher education, the Department will no longer distinguish between regional and national accrediting agencies, having deemed such distinctions unfounded.

As the new Department rules remove geography from an accrediting agency's scope and now distinguish only between institutional (applicable to Dallas College) and programmatic accrediting agencies, the Chancellor recommends the following amendments to local policy relating to criteria for the acceptance of transfer credits from institutions of higher education.

EFFECTIVE DATE: <u>UPON BOARD APPROVAL</u>

LOCAL POLICY	EXPLANATORY NOTES	
TRANSFER OF CREDIT	Revises local policy to include among the institutions of higher education from which the College may accept courses for transfer, institutions that have been institutionally accredited by an accrediting agency recognized by the U.S. Secretary of Education. Removes references to regionally and non-regionally accredited institutions.	

■ Existing Policy	■ Deleted Policy	■ New Policy	■ GC Edits

Dallas College
057501

ADMISSIONS
TRANSFERS

FBA
(LOCAL)

***

| Transfer of Credit | A student who wishes to transfer to ~~a college in the~~ Dallas College ~~District~~ shall submit an official transcript to the Registrar's Office ~~at the college that the student wishes to attend~~. A student must include in this submission transcripts from all U.S. (and U.S. territories) regionally accredited institutions of higher education. |

If a student has not attended an institution of higher education for a year or more, the student shall submit a current official transcript. A transcript that is more than three years old from the date the transcript was printed is not acceptable under regulations adopted by the Texas State Library and Archives Commission.

If a student at another institution of higher education earns a passing grade in a course, ~~all College District~~the ~~c~~College~~s~~ District shall accept the course from the following institutions of higher education, which are:

1. ~~Regionally~~ Institutionally accredited~~.~~ by an accrediting agency recognized by the U.S. Secretary of Education as a reliable authority concerning the quality of education and/or training offered by the institutions of higher education or higher education programs they accredit.

2. ~~Non-regionally accredited, if approved by the registrar, after evaluation on a case-by-case basis considering all of the following factors:~~

    a. ~~Level.~~

    b. ~~Content.~~

    c. ~~Quality.~~

    d. ~~Comparability.~~

    e. ~~Degree program relevance.~~

    ~~The student shall provide all transcripts, documents, and other necessary material to evaluate prior educational experience.~~

2. Outside of the United States, if approved by the registrar after evaluation on a case-by-case basis considering all of the following factors:

    a. Level.

    b. Content.

    c. Quality.

d.   Comparability.

e.   Degree program relevance.

The student shall provide all transcripts, documents, and other necessary material to evaluate prior educational experience.

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COMMITTEE REPORT NO. 10.1.a.

Audit Committee Notes for September 13, 2022

The Audit Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, September 13, 2022, beginning at 11:05 a.m. at the administrative office in room 036 and was broadcasted via the streaming link https://dcccd.new.swagit.com/events/14252. This meeting was convened by Committee Chair Diana Flores.

Board Members and Officers Present
    Mr. Cliff Boyd
    Ms. Monica Lira Bravo
*   Ms. Charletta Rogers Compton
*   Ms. Diana Flores (committee chair)
    Dr. Catalina Garcia
    Dr. Justin H. Lonon (secretary and chancellor)
*   Mr. Paul Mayer

*   Denotes a committee member

Members absent
Mr. Philip J. Ritter (non-committee member)

1. **Roll Call - Announcement of a Quorum** confirmed by Trustee Flores.

2. **Certification of Notice Posted for the Meeting** confirmed by Chancellor Justin Lonon.

3. **Citizens Desiring to Address the Board**
   None.

4. **Committee Presentations**
   1. FY23 Audit Plan & Risk Assessment and Internal Audit Report - 4th Quarter
      Presenter: Lori Cox
      Audit Plan Development and Risk Assessment Process

Ms. Cox defined a risk as the possibility of an event happening that would impact the college's ability to meet its goals and objectives.

Next, Ms. Cox provided an overview of the Internal Audit Engagement Plan and Risk Assessment Process, which follows a 5-Step process.
1. Identify Objectives
    - The IAD's risk assessment and audit plan supports the College's commitment to the Board of Trustees defined priorities.
2. Identify Risks
    - The IAD met with senior management and staff, and surveyed staff, to solicit information to understand areas of risk within the College. Staff meetings, including interviews with faculty council leaders. The IAD reviewed college information and reports; researched risks common to higher education and other organizations; and reviewed the top topics on corporate internal audit plans, to gain a more holistic view of risks that may be relevant to the College.
    - The IAD also reviewed exit interviews to identify concerns (regarding processes) from those who have left (and completed the interview) the college from September 2021 through May 2022.
3. Measure Risks
    - The significance of risks is assessed based on impact, probability and velocity.
        o Impact (I): The effect on the college and stakeholders if a risk event occurs or if the area is not functioning as intended. The impact could include items such as fines, penalties, reputational damage, and reduced employee morale.
        o Probability (P): The likelihood of that risk event occurring. The probability is based on items such as prior audit results, turnover, management and staff concerns, lack of internal monitoring, and operational and control weaknesses.
        o Velocity (V): The pace the organization is expected to experience the impact of risk. The speed of regulatory enforcement action is an example of velocity.
4. Prioritize Risks
    - There are several factors and planning considerations used to prioritize risks and build the engagement plan such as risks that overlap several areas (i.e., management identified, industry identified, internal audit activity identified), audits required by

auditing standards or regulations, operational and system changes within the college, and special requests.

5. Select Engagements & Develop Plan
    - At the completion of the process and all items have been considered, the audit plan is developed.

Ms. Cox discussed the handout provided to the Board, which included details regarding the top ten items identified as a result of the Risk Assessment. Further, the Board also discussed with Ms. Cox the process to develop the audit plan which included leveraging the professional experience and expertise of the IAD. Ms. Cox shared that there are six members in the IAD with experience ranging from 4-25 years.

ENGAGEMENT PLAN-FY23

Audits/Continuous Audits*
- Cyber & Information Security*
- Dual Credit
- Fixed Assets*
- Procurement*
- Richland Collegiate High School Attendance
- Safety & Security*
- Student Services – International Student Office

These reviews will be broken down into separate focus areas, completed periodically, due to the size, complexity, and scope of the function/department.

The Board discussed opportunities to expand the scope for the Dual Credit Audit, which includes conducting site visits to the ISD campuses. The Board also discussed the current process in place to review dual credit curriculum to ensure the college is meeting requirements.

Special Reviews & Consulting Engagements
- Diversity, Equity, & Inclusion
- Employee Recruitment & Retention
- Environmental Compliance & Controls
- Student Registration & Enrollment Process
- Student Services – Success Coach Program
- Workforce Planning/Staffing

Ms. Cox shared that many of these areas are special requests and other areas include engagements that are to be performed on a consulting basis to provide recommendations and consult on processes and procedures.

Follow-up Audits
- Professional Development
- Succession Planning

Ms. Cox noted that internal audit standards require the IAD to conduct follow ups on audit issues that have been previously reported on prior audits.

Other Services, Duties, & Special Projects
- Policy, Process & Procedure Special Project
- External Audit Assistance – 2022 Financial and Single Audit
- Fraud Hotline Administration and Monitoring (On-Going)
- Investigations (As Needed)
- Workday Implementation Participation (On-Going)

IAD Horizons
In addition to the activities outlined on the Engagement Plan, IAD development projects planned for the 2022/2023 fiscal year include:

- Fraud Hotline "Redevelopment"
  - o The Board discussed the manual process and limitations of the current Fraud Hotline and the IAD's plan to identify a third-party system to meet the college's needs and allow for users to submit reports and communicate anonymously with the college.
- Internal Audit Related Training for College Employees
  - o The training topics thus far are internal controls and ethics.
- Audit Internship & Guest Auditor Program
  - o The Board discussed the IAD's plan to implement an Audit Internship & Guest Auditor Program.
    - § The Audit Internship would expose students to Internal Audit (IA) and the possibility of pursuing a career in IA.
    - § The Guest Auditor Program will allow employees from other departments to provide their expertise and assist in audits in certain areas and develop self-assessment tools to take back to their department.

FY22 IAD Engagement & Plan Updates
- *Continuous Engagements (CE)*
  - o Fixed Assets

- ▪ Status: Completed, Reporting in Progress
  - o Information Technology (IT) & Security
    - ▪ Status: Completed, Reporting in Progress
- • *Audits & Special Reviews*
  - o Richland Collegiate High School (RCHS) Attendance
    - ▪ Status: Completed
  - o Professional Development
    - ▪ Status: Completed
  - o Succession Planning
    - ▪ Status: Completed, Reporting in Process
- • *Follow-up Audits*
  - ▪ Employee Travel
  - ▪ Status: Completed, Reporting in Process
- • *Other Services, Duties, & Special Projects*
  - o Business Continuity Planning Special Project
    - ▪ Status: Completed, Reporting in Progress, On-Going Monitoring
  - o Fraud Hotline Administration & Monitoring
    - ▪ Status: Completed and On-Going
  - o Special Investigations/Reviews
    - ▪ Status: Completed as needed/requested

FY22 Audit Plan Update Summary

Ms. Cox shared that the IAD has fully completed the FY22 Audit Plan, except for Dual Credit, which was expanded in scope and moved to FY22/23. There are a few engagements where the reporting is "in progress," the IAD is waiting on the Management's Action Plan; the action plan is incorporated into the report before providing it to the Board.

Enhancement Updates

Ms. Cox shared a summary of updates regarding the infrastructure of the IAD. Ms. Cox shared that all enhancement items have been completed except for the Department Manual Update.

5. **Items for Review**

1. Items for Review

   a. Audit Committee Notes for August 2, 2022
      No comments noted.

6. **Executive Session** from 12:03 p.m. to 1:13 p.m.

7. **Adjournment**
   The meeting adjourned at 1:18 p.m.

COMMITTEE REPORT NO. 10.1.b.

Education Workforce Committee Notes for November 1, 2022

The Education Workforce Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, November 1, 2022, beginning at 9:04 a.m. at the administrative office in room 036 and was broadcasted via the streaming link https://dcccd.new.swagit.com/events/14425. This meeting was convened by Committee Chair Paul Mayer.

Board Members and Officers Present
    Mr. Cliff Boyd
    Mrs. Monica Lira Bravo
    Ms. Charletta Rogers Compton
    Ms. Diana Flores
*   Dr. Catalina E. Garcia
    Dr. Justin H. Lonon (secretary and chancellor)
*   Mr. Paul Mayer (committee chair)
*   Mr. Philip J. Ritter

* *Denotes a committee member*

Members absent
None.

1. **Roll Call - Announcement of a Quorum** confirmed by Chair Paul Mayer.

2. **Certification of Notice Posted for the Meeting** confirmed by Chancellor Justin Lonon.

3. **Citizens Desiring to Address the Board**
   None.

4. **Committee Presentation**
   1. E-Learning & Technology Update
      Presenters: Dr. Shawnda Floyd, Dr. Pam Luckett, Jim Parker, Shani Suber

Dr. Floyd thanked the Chancellor and Board for the opportunity to present technology integration and introduced Dean Suber, Dr. Luckett, and Mr. Parker.

Dean Suber described a student scenario utilizing wi-fi and technology and explained that Dallas College must meet the technology needs of students. She mentioned that only 40% of our students take face to face classes with 30% taking online only courses, and 30% taking a combination.

Trustee Flores asked about the dual credit students and percentage of use of digital devices.

Dean Suber responded that previous split would be 70-30 but now is at a 60-40 split.

Dean Suber talked about student expectations of studying online, online group discussions, online assignments, and engagement between student and instructors. She also mentioned students connecting with their student success coaches and other college sources including counseling, health services, libraries, and tutoring services.

Dean Suber explained LMS-Learning Management Systems and eCampus through Blackboard. The Dallas College contract with our Blackboard provider will end in August 2023.

Dean Suber explained the need to update our older technology to mirror platforms that students are using and the need for better analytics to provide insight and accessibility features that are more modern in design and work across more devices, computers, and mobile devices delivering data, analytics, and notifications to users.

Dean Suber mapped out the two-year roadmap of enhancements for teaching and online learning explaining that this new framework for quality online teaching, standard navigation for online courses, training for faculty, and credentialing faculty.

Trustee Flores asked if all faculty would be trained on the new platform or just the online faculty.

Dean Suber responded that training for all full-time faculty and adjuncts are available, and it was designed by the Center for Excellence in Teaching and Learning (CETL). She stated she could get the numbers of faculty that have completed the training for the Board, but the current estimate is about half of

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the required faculty have completed the training.

Board member asked if it was part of the faculty contract to require the certification in online sufficiency.

Rob Wendland stated that the current faculty contracts do not require certification in online sufficiency, but this could be built in the future contracts.

Discussion by the Board regarding the different modalities of teaching and expectation of faculty to be prepared to teach in all modalities. The resistance of some faculty to teach online was noted. Explanation of faculty able to choose their preference of modality on their schedule request and the ability to shift efficiently with student preference for most courses now exists.

Dean Suber described that faculty control their online classroom in terms of the course content and development and that faculty fellows work in CETL and work with faculty in their schools to develop courses at different course strategies and impact student engagement and have not been excluded from this process.

Dean Suber announced that the Fall 2023 changes have been announced to Dallas College and the new Dallas College campus will be Bright Space by D2L because of its accessibility and ease to use. She described the process and RFP group included faculty, staff, and administrators with three finalists giving virtual presentations which were streamed for employee input and feedback.

Dean Suber explained that the implementation will be rolled out of the Office of E Learning with the academic rollout, CETL will support faculty, and it will be led in conjunction with Technology and Digital Engagement leading the project management of the system, implementation, and integration.

Mr. Parker described the institutional roll out for the platform and mentioned the confidence of success with stakeholder engagement of faculty, staff, and students.

Question asked regarding Bright Space and how it relates to other enterprise systems and if it is like a third-party app for e-learning in terms of data sharing.

Mr. Parker talked about the configuration to make this work with Dallas College's enterprise system in the implementation with students and faculty

leveraging the tool to allow data to be transferred from one platform to the other.

Question asked regarding the length of licensing agreement with Bright Space.

Response was five-year implementation.

Mr. Parker described the difference between Blackboard and Bright Space being Blackboard was built as on-premises support provided through a license where Bright Space is a SAAS Based platform constantly remaining current with updates.

Mr. Parker explained that the Office of Digital Engagement helps meet the student needs. A communication plan for the integration of this new system which will include videos regarding access, submitting assignments, and much more will be focused on in Spring 2023.

A focus group of students will pilot ensure Dallas College is aware of student needs and will make modifications as needed. Dr. Joseph's team will be trained to make sure they are fully acclimated to the new system since they work with the students directly.

Trustee Flores confirmed Dr. Joseph's team would be fully acclimated to the new system to ensure no disruption in serving students remotely.

Mr. Parker confirmed this was correct and the system would be tested to be student friendly.

Trustee Flores asked how students are selected and if they are financially compensated for this task.

Mr. Parker explained the students are not paid. He stated that marketing has a list of students that volunteered and have been vetted, to test the solutions we bring forward. Dr. Luckett described the communication that is forwarded to the students regarding quality assurance measures and to make sure there is representation from all the campuses.

Discussion was held with Trustees and Mr. Parker about recruitment of students through marketing and student groups across campuses.

Mr. Parker described how this shift to online learning during the pandemic helped Dallas College learn the need to be available through videos or

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additional help with the success coaches with constant testing and resolution. Dr. Brad Williams noted the resilience that our students showed through the process.

Dr. Joseph spoke about the importance of leadership putting students first and being available to help students.

Trustee Flores asked if this would help with actual registration process or is that in a future piece.

Dr. Joseph and Mr. Parker responded that all these pieces including the new registration system will be in place by 2025 or earlier and evaluations will be ongoing to see what all needs to be in place.

2. Sponsored Program Strategy for Student Success Part 1
   Presenters: Robin Donovan, Iris Freemon, Stephanie Hill, Dina Sosa-Hegarty

   Dr. Freemon had the team introduce themselves and then began the presentation.

   Dr. Freemon shared a slide from the previous presentation stating the purpose today's discussion. She overviewed sponsored programs, advancement and development, pre-award strategy, partnership model and interconnection, and context of work and opportunities in advancement and development and its structure in Dallas College.

   Dr. Freemon discussed the components of advancement and development and community engagement. She reminded the Board of the charge given by the Chancellor to align everything with the broader strategic plan of Dallas College and intentionally design to be strategic to move efforts forward.

   Dr. Freemon explained the focus of advancement and development work to ensure funding through grants, either private or public, and partnerships and relationships, and innovation centers helping to provide equipment that is needed for our students to be well trained and ready for the workforce.

   Dr. Freemon reported that advancement and development is currently stewarding over $300 million in private and public grants. She stated that future presentations should give a more in-depth look at real return of investment of the value of sponsored programs.

   Dr. Freemon explained that our partnerships have equipment and that bring a resource that can be leveraged and works as a sponsored program. She shared

how monumental of an accomplishment this is for a community college and how it positions us to make some massive changes to the community. Freemon explained these $300 million and growing helps to remove barriers to student success and solve workforce challenges in the Dallas County community. She explained these monies are outside the Dallas College budget with access to resources, direct dollars for funding programing, creating new programs, and innovations.

Trustee asked if this $300 million awarded was in a year or if in multi-year grants.

Dr. Freemon answered there is a mix of multi-year, single-year, and shorter term.

Dr. Freemon shared the slide showing the two sections of structure for pre-award and post-award including sponsorships.

Trustee asked how many people are working and what does it look like from a structured view.

Dr. Freemon answered this is adjusting as needed. She mentioned the strategic resources and partnerships moving forward and programming. Freemon described the post-award maintains high level stewardship to protect reputation of Dallas College meeting the outcomes and agreed upon work.

Dr. Freemon gave the example of Hilti and Ford Motor Company delivering new Ford cars like the electric car delivered to Brookhaven Campus for students to learn how to work on them.

Trustee Garcia asked about the guidelines and who set those up to run this program.

Dr. Freemon responded that the guidelines are being aligned with the policy established by the board along with the internal procedures and government guidelines.

Trustee confirmed that all Dallas College guides established best release dollars to the highest quality and keep Dallas College in compliance.

Dr. Freemon confirmed and stated sponsor programs is inclusive of direct dollars, resources, opportunities, and partnerships creating gateway for innovation and creativity with forecasting.

Discussion ensued about the EDA Grant Biotech example and how forecasting jobs is not quite available yet, but data shows the need to be there and prepare Dallas community for these opportunities. Utilizing dollars from sponsors and institutionalizing after those dollars are gone to have a strategic approach to finding barriers, groundbreaking opportunities for students, and expand access to populations that have not been reached with access to safe experiential learning and job experience.

Trustee Boyd mentioned the need to be proactive verses reactive and would like to see Dallas College students in working mentorships, working in the exchange developing minds to become reality giving Dallas College student body access to the future and market ahead of the curve.

Dr. Freemon shared that Dallas College did some great work in the past and built this new model on that foundation of resource and development. She mentioned that this new way of sponsor programs gets Dallas College ahead of the curve for the future for these opportunities.

Dr. Freemon described the way Dallas College is now leading the community and the region across the state and nation as well.

Trustee Ritter asked what kind of initiatives are seen for the future over the next three to five years.

Dr. Freemon explained that discovery phase is beginning with conversations on this both internally and externally with allies who are doing research in the expert fields. Connecting faculty with these experts to prepare for the future working with Department of Labor and Labor Market Intelligence.

Trustee Boyd gave example of blockchain where an immediate need to fill jobs is right now.

Board discussed the willingness to step in and meet needs much more quickly as needs arise and deliver utilizing these over 100 business partners to meet the employer needs. Mentioned that Dallas College is one of the first colleges in the country to establish a Labor Market Intelligence Center to figure out what we do not know and how to provide the foundation to fill gaps in industry and connect with industry partners to guide and direct us.

Ms. Donovan described how the pre-award team works with Dallas College stakeholders to develop grant proposals from the point of general idea through the point of successful grant award with three different strategies.

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She mentioned the first is a response replying to an open grant opportunity that has a short timeline within 30 to 90 days.

Ms. Donovan stated that the team looks for synergy with existing activities and utilize a collaborative approach bringing in other Dallas College stakeholders that are experts in those areas. She mentioned the next step is to look at external partners and bring everyone together using data to make quick decisions. She mentioned an example of Department of Labor apprenticeship with the Apprenticeship Building America Grant that was awarded this past summer.

Ms. Donovan described how the alignment can be closely related with existing efforts and career connected learning with partnerships already in place making a natural next step into new programs mobilizing quickly to get a successful grant award.

Ms. Donovan mentioned the sustained Perkins Basic Grant and the TRIO grant that is on annual five-year cycle and how Dallas College does advanced planning to reduce last minute work, but engaging all stakeholders in advance for continuous improvement, applying lessons learned and look at issues to address and best practices for every proposal to be an improvement of the last proposal.

Trustee Flores asked what this means in terms of what the cause of grant funding could align with a school.

Ms. Donovan answered this team works with the Vice Provosts and Associate Vice Chancellors in all areas to engage in annual planning and learn about needs working on emerging needs and strategies to maximize initiatives reducing isolated projects not connected.

Trustee Ritter asked how data is tracked within each academic department and if there is an interdisciplinary team in place to respond to deadlines.

Dr. Freemon replied that a dashboard with information tracks dollars as related to each of the schools with different department, who the funders are, how they are doing, how well they progress timelines, and where the dollars are.

Ms. Donovan talked about this dashboard data helping to identify which schools need help moving their agendas forward and then pre-award works with these schools to connect with these grant opportunities.

Board mentioned the ongoing discussion about creating performance management structures and rewards for performance and would like to know if the intermediate layer for management and faculty leadership should include variables like grant acquisition and brining in dollars to sustain programs.

Ms. Donovan responded that this is being evaluated to align the framework factors to include impact in alignment with strategic priorities.

Ms. Donovan described the current work to revise framework to impact student community and institutional need with capacity to develop and implement successful grant projects, resources required to implement and sustain beyond the grant funding and overarching decision-making framework at the one college institutional level.

Trustee Ritter asked what the organization looks like now, how they plan and related together, and how many people are on the team.

Answered the pre-award six-person team is working with stakeholders and co-developing proposals not utilizing a grant writer or corner office by themselves, embedded, and working with all the teams in the College. Description of team maximizing knowledge of team and experts in subject matter to serve all programs with areas of responsibility divided to work on projects and allowing for flexibility.

Ms. Donovan reported that in last year over $38 million in new grants which was a 57% increase over the last five years averages which will impact over 8,000 students and indirectly impact an additional 50,000 students through service improvements. She stated that these grants represent 119 unique partnership engagements with partners showcasing Dallas College as an anchor institution and collaborator.

Ms. Donovan shared that these resources are being shared with others as in the Biotechnology grant with five sub recipients and over 20 organizations supporting that proposal with a wide outreach placing Dallas College as an anchor for the region.

Trustee Boyd request that this team return in the future with specific accomplishment that resulted from these grants.

Trustee Boyd also commended the team for this 57% increase and asked how much of it has to do with more money available from the government due to the Pandemic.

Ms. Donovan answered that there was a slight increase related to the Pandemic, but grants will be increasingly competitive. The example was given of E-Bay funding 6% of proposals received showing money is out there but is open to a wide selection of organizations, community colleges, universities, cities, counties, and nonprofit organizations.

Ms. Donovan reported that the team is enjoying an over 50% win rate on proposals with national averages reporting around 30% speaking to Dallas College's new structure and engagement of partners to build these successes.

Discussion ensued about Covid relief monies and how these competitive frameworks for application matter with competitive brand awards being a valuable metric of educational institutions making sure partners judge competing for monies.

Ms. Donovan described the role of the College leveraging ability to convene and imagine collaborative proposals and invest dollars to benefit a larger set of community stakeholders. She mentioned the partnership model to develop a network of internal and external stakeholders embedded into the team's using strategies through compression planning sessions.

Ms. Donovan reported that the team worked with Student Success Division in eight sessions over the fall with more coming soon to convene internal and external collaborators to keep expertise and interest in the programs and facilitate conversations about design solutions.

Donovan stated the expertise in the College and community work together to build on strengths and take most competitive proposals working together.

Dr. Freemon acknowledged the pre-award, TRIO and other contributors to the aforementioned initiatives.

Dr. Hill shared the history of the TRIO Grant and programs which began as a war on poverty under President Lyndon Johnson in 1964. She explained it was created as a direct result of the Economic Opportunity Act meant to eliminate poverty by expanding opportunities to all people through programs federally funded. The grant targets students with low-income backgrounds, disabilities, and those who are first generation in post-secondary education.

Dr. Hill described the formation and funding of TRIO consisting of eight programs and funded by the United States Department of Education. She mentioned that Dallas College administers seven grant projects across three

trial programs through Upper Bound and Talent Search providing support services to middle school and high school students and student support services focused on providing support to Dallas College students.

Dr. Hill reported that the talent search motivates middle school and high school students from disadvantaged backgrounds to graduate high school, transition to college, and complete their college degree. Services provided include career exploration, mentoring, tutoring, test preparation, and financial and economic literacy with education assistance with financial aid, scholarships, and college applications.

Dr. Hill explained that Upper Bound program focuses on increasing the rate at which low-income first-generation students complete secondary education and enroll in and graduate from college by giving students support. Services include tutoring, career exploration, testing, mentoring, financial and economic literacy while still in high school and have completed eighth grade and beyond the age of nineteen.

Dr. Hill mentioned that the student support services programing provides support to increase retention and graduation rates of currently enrolled college students by providing support for academic development, assisting students with basic college requirements, and motivating students towards the successful completion of degree and or transfer to university and completion of a four year degree with services including tutoring, career exploration, advice and assistance with post-secondary course selection, financial and economic literacy education, information on full range of financial aid and programs and resources with applying for financial aid and scholarships, assistance with applying and transferring, and educational cultural exploration opportunities.

Dr. Hill reported that the portfolio of TRIO programs at Dallas college totals more than $10 million over a five-year grant lifecycle. She shared results of the objectives met with 76% of talent search students enrolled in post-secondary education in comparison to 49% of non-talent search participants with 83% of Upper Bound students enrolled in post-secondary education in comparison to 40% of non-Upper Bound participants with an achieved average of 47% graduation rates in comparison to 19% graduation of non SCS participation.

Trustee asked about the Community College Finance Commission and the broad set of recommendations that lack specificity in terms of how to find student services industry and objectives and if there is an opportunity to leverage this TRIO framework to suggest to legislature next session to use

this for performance-based funding.

Discussion ensued about the process of TRIO and interaction with the high schools and middle schools with visits to the high schools, field trips, college tours, workshops, and other work throughout the students' middle school and high school years to lay groundwork for college and university work.

Dr. Hill transitioned to transfer work and how Dallas College works with the student who completes with Dallas College and then transfers to university with support.

An example of foster care student was shared with the Board and the steps to help student stay engaged to completion and then transferring to Oklahoma University with Dallas College working as a transfer station moving the students to their next step.

Dr. Hill described the academic and emotional support that Dallas College has with excellent programs for food insecurity, access to learning resources, equipment, tutoring, mentoring, alliance of student success coaches all aligned with the strategic goals.

Trustee Ritter asked if there was support for male students as well.

Dr. Hill and Dr. Freeman responded with details about the male initiative program and male achievement program with interconnected compression planning and innovation. Example given of Jeff the director for grant programs for student success who has helped so many students and become a role model for them.

Trustee Ritter mentioned male students should be a top priority to make sure we are equal and fair even though this is one of the hardest groups to reach.

Answered that students are prioritized based on the most need getting into college and jumping through hoops.

Discussion about grant money working with artificial intelligence companies to build a game programing what is being done in a larger scale.

Trustee asked about how the schools are put into this TRIO service and how they are selected.

Dr. Hill answered that they are aligned with the high schools that the campuses work with in that community with very specific eligibility criteria

and factors outside Dallas College control regarding graduation rates, poverty rates, counselor ratio, and guidelines must be met.

Discussion regarding the New Dallas Acting Superintendent and the listening tour that was done beginning with third graders and their parents, how a video game or app could reach targeted groups and offer other programs. Review of previous campaigns with coloring books, digital CDs at elementary schools.

Trustee Ritter raised the question of if the Board has made an investment to scale TRIO with such positive results being brought forward impacting more students across the entire institution through student support services and what the ratio would be and if that is scalable integrating across practices not just with the highest need students but in the classroom.

Dr. Freemon that is the conversation that will be in the future with the Board to help inform decisions on this massive work for students that so desperately deserve help.

Trustee Compton asked if there was a plan to fund these services, so programs do not stop if funds go away.

Dr. Hill responded that is the intent of these series of conversations to help with these powerful, proven strategies that work, and the funding needed to continue them.

3. Dallas College Promise
   Presenters: Brian English, Katrina James (DC Promise/The Commit Partnership), Josh Skolnick

   Ms. James reminded the Board that Commit is eleven years old and is the backbone organization that supports partnerships through the region and statewide as well. She explained that Dallas County Promise is one of three coalitions that focus on post-secondary access and completion driving towards the goal for 2040 to double living wage attainment in Dallas County.

   Ms. James compared Dallas County with other counties in the region with Dallas County falling toward the lower end of the spectrum. She explained that Eric Vann, Chancellor Emeritus May, President Bob Long from UNT Dallas, and CEO Todd Williams had a conversation about helping to ensure students are accessing affordable pathways to a credential. Ms. James talked about the studies of other programs in the country like the Tennessee

Promise, work in Atlanta, and Dallas County Promise which launched in 2017 with our first cohort of 31 campuses. We are up to 69 campuses serving more than 25,000 seniors across campuses in Dallas County among 11 of the 14 districts in Dallas County.

Ms. James mentioned the work with other districts to talk about counselor to student ratio and how to strategically invest funds to increase student readiness with Dallas College leading to quadruple funding and investment into these efforts with high quality advising, low advisor student ratios, and access to dual credit and other services that lead to student success.

Ms. James spoke about the enrollment work in Promise is found with the pledge form or path form which offers students support through higher ed partners. She mentioned the two founding partners, UNTAPPD and Dallas College which have been joined by six additional four year partners where students can enroll first time in college or transfer students if they completed P-Tech in Early College High School.

Ms. James described the student support of the advisors throughout their journey with texting and email support during office hours and other district partners that share their best practices with Dallas College. The example was shared regarding the first year of the financial aid graduation requirement and resulted in an 81% of financial aid submission rate which was 20% higher than the year before.

Ms. James explained that through the investment with the new Promise CCM tool, advisors can see in real time if a student has submitted the form and their college applications, financial aid forms, data mismatches, SAT scores, ACT scores, and college readiness. This is helping advisors support students with critical need to submit information and be admitted to college.

Ms. James shared the work with Dallas Prize Coalition to talk about internships, apprenticeships, accessing I.T. and Healthcare Careers provide a comprehensive portfolio of supports and offerings to students.

Ms. James talked about the scholarship piece that is offered to eligible students and it comes from the institutions themselves funding remainder of tuition after Pell and state grant dollars are applied.

Ms. James thanked the Foundation for their help in approving the first phase of expansion to expand from 57 to 59 campuses between cohort five and six.

Trustee Flores asked about the FAFSA requirement for the Promise pledge

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and asked if the students with undocumented statuses, what help is given due to issues with filing income tax returns or being undocumented.

Ms. James Responded with there is a partnership with an organization Imm Schools which was founded by a woman who as an undocumented and provides schools training to understand the needs and nuances helping undocumented students and families. Offering help before they apply to apply with success.

Mr. English shared some data and support programs that are in place for Dallas Promise students with earlier deadlines to submit paperwork and how Dallas College supports these students throughout their cohort.

Mr. English shared slides looking at the demographics for cohorts one through four beginning back in 2018 with majority female and bulk of students identifying as Hispanic with 48 of those students reporting a household income of $50,000 or less.

Trustee asked why Black and African American students do not apply as Promise Students.

Mr. English answered that number is just where it is but work to enroll more Black and African American students is ongoing.

Trustee Flores asked Dr. Lonon about progress with Dallas Promise in terms of Charter Schools which is believed to be why the African American numbers are so low.

Dr. Lonon responded that current requirements are in place, but conversations with partners with financial eligibility to expand quicker to other areas and Charter Schools are part of the conversation.

Discussion about the Foundation funding and investment using private and grant dollars to help determine how to fund these Charter Schools as well with the broader vision to be in every high school in Dallas County eventually considering some of the financial eligibility caps that align us with them to make it more equitable and open to more students in the program.

Mr. English talked about the four cohorts with the top 10 feeder high schools with South Grand Prairie ranking first, followed by Skyline High School, MacArthur High School, and Duncanville High School that feed the bulk of the students to Dallas College for these four cohorts. He shared the transfer and graduation data showing Dallas College students who transfer externally

to a four-year institution.

Mr. English showed the data of Dallas College graduates that received associate degree and those students still enrolled in the program and those enrolling in two- or four-year institutions.

Mr. English discussed the support programs that have been put into place to bring resources together and teams together with a focus on Promise.

Mr. English explained the percentages of the cohorts and stated that 21,422 students who pledged with 4,046 students fully eligible for Promise meaning they submitted the pledge form, application, financial aid application, and listed Dallas College as recipient of their financial aid application. He reported that of those eligible 3,024 students were enrolled.

Compton pointed out the numbers from cohorts one and four where the gender breakdown stayed in alignment, but the African American students went down from 16% to 10%.

Mr. English agreed and pointed out the expansion that the team is working on to impact those percentages and gave examples of the demographics in the communities.

There was discussion about the breakdown of demographics in public high schools which are not the only high schools in Dallas County not a complete picture and the need for representation of all the different schools within the County. Trustee Compton mentioned that not all high schools are Promise High Schools and that is the piece missing. She stated the need for data from the Charter Schools and that all ethnicities need to have availability across Dallas County. Dr. Joseph acknowledged that not all ISDs have Promise schools. Dr. Flores requests that Dr. Joseph's team provide data on students that are in the Promise program from Charter schools.

Example given about a Promise student and the use of Salesforce to engage the student and process them through the submission of the Promise platform, application, communication, and acceptance to Dallas College through the work of the college coaches.

Mr. English talked about the success coaches being the foundational piece as key liaison with the students and every component as case manager and then removing barriers for students connecting them to four year partners at the end of their journey with Dallas College.

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Discussion about the top five cohorts and the high schools that are in the top five impacting the demographic numbers to get information on what institutions Dallas ISD students are going to or if they are finishing associate degrees and then going somewhere else. Ms. James states that they can pull the destination institutions for Dallas ISD and send that information to the board.

Trustee Ritter questioned with there being 69 schools in the Promise program, how large is the team working on this.

Mr. English stated that there are 43 college coaches divided by zones north, central, and south assigned to high schools. There are also 240 Success Coaches that work with students.

Mr. English described the work to engage with perspective students for the Promise program by utilizing preview days, visiting partners, showing them the process and steps to enroll, the Promise Summer Grace Program, and capturing them to enroll. He described a Partner Promise campus visit to UT Arlington and talked about the student engagement with these events.

Mr. English talked about the work with the Career and Transfer Skills teams and Case Managers to provide a continuous level of holistic advising and navigation to ensure equity and serving every student by expanding to all of Dallas County by the fall of 2024. He explained the need to keep an income cap to solve for scholarship dollars going to higher income students rather than students who need more help.

Mr. Skolnick responded that these family income requirements by other partners range from $50,000 to $80,000 and that Dallas College is the only Dallas County Promise partner that does not have a family income requirement. He explained the work looking at other schools to see what they have done and the need to align with them.

Mr. Skolnick reminded the Board about the Rising Star Scholarship program that was over $25 million raised by the Foundation to target helping lower income, economically disadvantaged students.

Trustee Garcia asked about scholastic standards and how students are producing on their own and how are scholarships awarded.

Mr. English responded there are some scholarships at the Foundation geared toward those students who are super high potential students, but Dallas County Promise is meant to be something available to all students who meet

the criteria shared previously and help them thrive in Dallas College receiving the support they need to achieve their fullest potential.

Discussion about the eligibility requirements for the student to keep the Promise Scholarship to fund their education at the college level including training programs.

Trustee Garcia asked about GPA requirements if it was just A and B students only.

Mr. English Answered this is targeting C students with low propensity of college expectations to encourage them to go to college.

4. Accreditation: Opportunities & Options
    Presenter: Danielle Valle

Dr. Valle shared that in a previous SACSCOC presentation a change that the Department of Education made a couple of years ago designates that the accrediting bodies were restricted to the states assigned to them. She mentioned that recently the Department of Education, in recognition of the expansion with online learning has discovered examples of accreditation by regional accreditor had breached campuses in another state or another areas region.

Dr. Valle explained that the Department of Education recognized that institutions with branch campuses in states outside their region and regions are no longer critical to contain. She stated that now they just recognize accrediting bodies giving Dallas College access to title for Federal Funding grants and Federal Financial Aid must be accredited by a recognized body.

Dr. Valle mentioned that historically Dallas College did not have a choice in accreditation agency because we were in Texas, but now Dallas College has choices.

Dr. Valle described that in due diligence the office looked at different accreditation agencies to identify the best fit for Dallas College to understand their requirements and standards around financial stability of governing bodies, shared governance, academic freedom, and the expectation that faculty have responsibility for academic decisions and instruction. She mentioned that all of them have tenure cycles with mid-cycle review for accreditation and reaffirmation and have the same level of rigor and

expectations.

Dr. Valle shared that the main difference is the process, timelines, and how they do business with the different institutions. She mentioned that Dallas College is a standout outlier in terms of the amount of substantive change being done to develop new programs, expand regularly to different sites, and all the processes to require those approvals of expansion.

Dr. Valle explained this is the primary reason to be looking at different agencies to consider a better fit for Dallas College. She listed out the different accrediting bodies and their primary agencies and regions: Northwest Commission on Colleges and Universities, Middle States, New England, Connecticut Western Association splits into the Western Association of Colleges and Schools, Senior College, and University Commission, and then a specific Commission for Community and Junior Colleges, Higher Learning Commission.

Dr. Valle reported that The Higher Learning Commission is the accrediting body that could be the better fit for Dallas College for a couple of reasons. She explained they have a clearly defined process for making a transition and that this is a relatively new opportunity. The Higher Learning Commission has a process for institutions making a change and is more flexible in terms of how they process all kinds of changes, reports, and timelines.

Dr. Valle described the current timeline for a new program with Dallas College takes twelve to eighteen months with SACSCOC and with The Higher Learning Commission the timelines are half of that start to finish.

Dr. Valle discussed the kind of organizational culture and attitude with a focus and emphasis on service to institutions' needs, and consider their priority responsiveness and support to institutions, not just compliance.

Dr. Valle explained compliance is a given but how they do business is trying to respond to needs at their pace of change, so accreditation process is not holding the institution back form serving their community.

Dr. Valle reiterated there is not a requirement to change our accreditation agency, but this is a new opportunity to consider what was not available historically. She reminded the Board of the long history of success with SACSCOC and continuing that relationship and maintaining those standards of accreditation with no issues.

Dr. Valle mentioned the consideration to look at the new opportunity with a

long-term benefit potentially for Dallas College to discuss through this consolidation and new funding structure to find the best alignment to be as agile as possible.

Dr. Valle described the faculty and staff being innovative and pushing the envelope might be the determination of an accrediting partner best suited to all of these changes and needs. She mentioned the panel of CEOs and Leaders at the National Convention last week and the informative information shared regarding innovation and change. Dr. Valle talked to the challenges of doing things in a different way.

Dr. Garcia raised the question that if there are any pending investigations or complaints for us with SACSCOC.

Dr. Valle responded that there are not and that is it a requirement of the Department of Education before an accrediting body change would be considered.

Trustees discussed institutions on probations, pending issues, and the consideration for a change and if they have the same standards in terms of involvement of the faculty and shared governance.

Dr. Valle responded yes.

Trustee Ritter confirmed that based on Dr. Valle's research there was one body that seems more aligned with Dallas College's direction.

Dr. Valle confirmed yes but clarified that it is not one accreditation agency is good and this one is bad, it is HLC stands out as a potential fit for Dallas College and warrants some addition consideration and review.

Dr. Valle gave example of current seven prospectuses that Dallas College is working on which are due in early December. She explained that if Educational Partnership finds new high schools with interest in the spring, they will have to wait for expansion in Fall of 2024 where with HLC that process comes with the same expectations of accountability and same information, but the change is processed faster.

Trustee Ritter asked if an institution could hold accreditation with more than on accreditor and if that is something to be considered. They also asked if this was something to bring up with SACSCOC to see if they are willing to consider adjusting their timeline.

Dr. Valle responded that there was no advantage to having more than one accreditor at the same time because you have to have one designated at the Department of Ed as the gatekeeper to the Federal Financial Aid.

Trustee Ritter asked if the process would be securing the accreditation with the other agency and then voluntarily relinquishing the current accreditation or just maintain one at a time.

Discussion held about the maintaining all the paperwork for both with no advantage since identification with one is required.

Dr. Valle shared her assessment that it is not likely for SACSCOC to change their processes in place for just an outlier like Dallas College. She explained she has already discussed with their Director of Substantive Change, and they are comfortable with their current process and timeline.

Dr. Valle explained that Dallas College is dynamic and not like other institutions. She stated that challenges for Dallas College with these processes and potential advantages with making a change to HLC are not that significant for the other institutions.

Dr. Lonon asked how much does accreditation cost.

Dr. Valle responded that the dues are near $17,000 a year with feeds for substantive changes with submissions costing $500 each and then the added cost of visits, traveling expenses, etc.

Trustee Bravo asked if we are geographically near NLC.

Dr. Valle answered they are in New Mexico with annual meetings in Chicago.

Trustee Bravo asked if visits with HLC were more virtual or in person.

Dr. Valle responded about the same terms because the requirements are coming from the Department of Education, not the agencies.

Discussion about cost wise being negligible.

Trustee Garcia asked if the accreditation is the same tier or type of accreditation.

Dr. Valle responded that Dallas College students would graduate with

associate degree and transfer because the accreditation are recognized the same.

Discussion regarding the difference between naming a specific accreditation credit accepted or regional accreditor and if they accept transfer credits or not.

Chair asked for a consensus to instruct Dr. Valle to come back with an appropriate time with a recommendation for this change.

It was agreed to bring this forward for a yay or nay consensus in the future.

5. Items for Review

5.1. Committee Notes

a. Education Workforce Committee Notes for October 4, 2022
No comments or edits noted.

6. Executive Session
None.

7. Adjournment
Meeting adjourned at 12:10 p.m.

ITEMS FOR REVIEW NO. 10.1.c.

<u>Chancellor Performance Review Committee Notes for November 15, 2022</u>

A Chancellor Performance Review meeting of the Board of Trustees of Dallas College was held November 15, 2022, beginning at 3:00 p.m. at the administrative building and was broadcast on the Cisco Webex platform via the streaming link: https://dcccd.new.swagit.com/events/14706. The meeting was convened by Committee Chair Phil Ritter.

<u>Board Members and Officers Present</u>
  Mr. Cliff Boyd
  Ms. Monica Lira Bravo
  Ms. Charletta Compton
 * Ms. Diana Flores
  Dr. Catalina E. Garcia
  Dr. Justin Lonon (secretary and chancellor)
 * Mr. Paul Mayer
 * Mr. Phil Ritter (committee chair)

 * *Denotes a committee member*

<u>Members Absent</u>
None.

1. **Roll Call - Announcement of a Quorum** was confirmed by Trustee Ritter.

2. **Certification of Notice Posted for the meeting** confirmed by Chancellor Lonon.

3. **Citizens Desiring to Address the Board**
   No citizens requested to address the board.

4. **Items for Review**
   4.1. Committee Notes
     a. Chancellor Performance Review Committee Notes for September 14, 2021
      No edits or comments were made.

5. **Executive Session**

Began at 3:30 p.m. and adjourned at 4:39pm.

6. **Adjournment**
   The meeting adjourned at 4:40pm.

Captioned video and transcripts for Dallas College Board Meetings are available at our website, www.dallascollege.edu/boardmeetingslive, under the Archived Videos section.

INFORMATIVE REPORT NO. 10.2

<u>Current Funds Operating Budget Report (October 2022)</u>

The Chancellor presents the report of the current funds operating budget for review for the period ending October 31, 2022.

Overall, revenues and expenditures are typical at this point of the fiscal year.

DALLAS COLLEGE
2022-2023 CURRENT FUNDS OPERATING BUDGET
REVENUES & EXPENDITURES - UNRESTRICTED FUND
16.7% of Fiscal Year Elapsed

	October 31, 2022				October 31, 2021		
	Approved Budget	Allocated Budget	Year-To-Date Actuals	Percent Budget	Allocated Budget	Year-To-Date Actuals	Percent Budget
REVENUES							
Tuition	$126,500,000	$127,600,000	$ 52,700,556	41.3%	$123,803,252	$ 52,180,595	42.1%
Less: Waivers & Discounts	(25,500,000)	(26,150,000)	(1,363,354)	5.2%	(28,080,465)	(752,683)	2.7%
Less: TPEG Set Aside	(6,000,000)	(6,450,000)	(2,413,907)	37.4%	(5,452,787)	-	0.0%
Net Tuition	95,000,000	95,000,000	48,923,295	51.5%	90,270,000	51,427,912	57.0%
State Appropriations	91,194,679	91,194,679	25,356,948	27.8%	91,194,679	25,356,948	27.8%
Taxes	338,000,000	338,000,000	7,452,106	2.2%	307,670,824	6,991,782	2.3%
Grants & Contracts (Work Study)	1,100,000	1,100,000	260,367	23.7%	625,000	40,935	6.5%
Investment Income	1,025,000	1,025,000	478,203	46.7%	575,000	152,391	26.5%
General Revenue	2,500,000	2,500,000	195,186	7.8%	1,250,000	96,526	7.7%
Subtotal	528,819,679	528,819,679	82,666,104	15.6%	491,585,503	84,066,494	17.1%
CARES Lost Revenue Recovery	3,300,000	3,300,000	3,300,000	100.0%	3,300,000	-	0.0%
Transfers-in from Other Funds	-	29,227,709	-	n/a	16,963,862	-	n/a
Total Revenue	$532,119,679	$561,347,388	$ 85,966,104	15.3%	$511,849,365	$ 84,066,494	16.4%
EXPENDITURES							
Salaries and Wages	$307,711,273	$309,951,470	$ 54,026,653	17.4%	$303,898,848	$ 50,029,616	16.5%
Staff Benefits	37,500,000	37,631,700	6,603,519	17.5%	37,152,775	3,627,776	9.8%
Purchased Services	87,490,920	86,675,989	14,005,957	16.2%	49,128,764	13,314,733	27.1%
Operating Expenses	67,073,107	67,566,930	8,524,430	12.6%	74,436,934	7,016,377	9.4%
Supplies and Equipment	19,197,003	46,373,923	3,968,286	8.6%	19,432,044	1,005,066	5.2%
Contingency for Current Operations	9,500,000	9,500,000	-	0.0%	-	-	n/a
Subtotal	528,472,303	557,700,012	87,128,845	15.6%	484,049,365	74,993,568	15.5%
Transfers-out to Other Funds							
STARLINK Supplemental Funding	147,376	147,376	2,638	1.8%	-	-	n/a
Grant Match	3,500,000	3,500,000	885,237	25.3%	2,800,000	-	0.0%
Capital Budget	-	-	-	n/a	25,000,000	-	n/a
Total Expenditures	$532,119,679	$561,347,388	$ 88,016,720	15.7%	$511,849,365	$ 74,993,568	14.7%

INFORMATIVE REPORT NO. 10.3.

Monthly Change Order Summary (October 2022)

Listed below are the awards and change orders approved by the Chief Financial Officer in October 2022.

CHANGE ORDERS

Kimley Horn
Service Drive Design - Eastfield
Purchase Order: B39638
Change Order #1

Scope: To provide engineering design services for the Service Drive from Eastfield to the Service Center.
Change: This additional engineering service provides shop drawing and material testing reviews, site verification of road profiles, location and drainage provisions per engineer's specifications.

Contract Amount	$	43,870
Net Change	$	8,750
Revised Contract Amount	$	52,620

Mart, Inc
Civil Improvements – North Lake
Purchase Order: B38975
Change Order #2

Scope: Civil site improvements including waterproofing, drainage, concrete stair and sidewalk repairs.
Change: This change order includes repairs of unforeseen utility tunnel failure during construction of a sidewalk, which include cleaning of tunnel, forming and pouring new retaining wall, repair of drain, crane rental, and the installation of sheet piling.

Contract Amount	$	736,870
Prior Change Order(s) Amount	$	76,919
Net Change	$	117,082
Revised Contract Amount	$	930,871

TD Industries, Inc
Electrical Switchgear Replacement – North Lake
Purchase Order: B39157
Change Order #1

Scope: To replace the electrical switchgear in buildings N and R.
Change: This change order includes the mandatory addition of molded case circuit breakers and capacitor bank per a recent electrical code revision.

Contract Amount	$	213,075
Net Change	$	182,586
Revised Contract Amount	$	395,661

Convergint Technologies, Inc.
Access Control – Cedar Valley
Purchase Order: B39648
Change Order #1

Scope: Installation of access control system.
Change: This change order includes the installation of additional door locks, an additional server, 100 additional key cards, and software license for additions.

Contract Amount	$	2,947,677
Net Change	$	42,374
Revised Contract Amount	$	2,990,051

Infinity Contractors International, Ltd
AHU H1 & H2 Replacement – Mountain View
Purchase Order: B39545
Change Order #2

Scope: Replace two air handling units.
Change: This change order includes additional test and balance of the air distribution system and HVAC controls revisions.

Contract Amount	$	504,206
Prior Change Order(s) Amount	$	13,883
Net Change	$	4,601
Revised Contract Amount	$	522,690

Convergint Technologies
IT Security System Integration
Purchase Order: B40324
Change Order #5

Scope: Collegewide Security System Integration phase II.
Change: This change order includes engineering and site survey for additional cameras, access control doors, hardware, control panels and enclosures.

Contract Amount	$	13,900,419
Prior Change Order(s) Amount	$	346,013
Net Change	$	494,620
Revised Contract Amount	$	14,741,052

INFORMATIVE REPORT 10.4.

Dallas College Foundation Report (October 2022)

The Foundation presents the monthly activity report reflecting incoming donations for scholarships, programs, and services.

Dallas College Foundation Net Assets

09/01/16 $43,049,433
09/01/17 $52,709,066
09/01/18 $56,485,722
09/01/19 $57,812,606
09/01/20 $64,519,027
09/01/21 $78,742,047

Gifts Reported in Fiscal Year 2022-2023

Month Reported	Scholarships	Programs & Services	Total
September 2022	$ 15,566	$ 833,970	$ 849,536
October 2022	$ 646	$ 866,822	$ 867,468
November 2022	$	$	$
December 2022	$	$	$
January 2023	$	$	$
February 2023	$	$	$
March 2023	$	$	$
April 2023	$	$	$
May 2023	$	$	$
June 2023	$	$	$
July 2023	$	$	$
August 2023	$	$	$
Total	$ 16,212	$ 1,700,792	$1,717,004

INFORMATIVE REPORT NO. 10.5.

Notice of Grant Awards (December 2022)

The Notice of Grants Awards report reflects alignment with the current Dallas College Strategic Priorities. The report references the following seven priorities:

1. Strengthen the Career Connected Learner Network and Implement the Student-Centric One College Organization
2. Streamline and Support Navigation to and Through Our College and Beyond
3. Impact Income Disparity throughout our community;
4. Foster an Equitable, Diverse and Inclusive Environment for Employees and Students.
5. Create a high-performance work and learning culture that develops leaders at all levels, increases skill proficiency, and supports collaboration and equity.
6. Serve as the Primary Provider in the Talent Supply Chain Throughout the Region
7. Leverage college facilities, land, technology, programs, partnerships, and other capabilities to strengthen and build our communities and workforce, now and for the future.

Funding agencies define fiscal years for each grant, which often does not align with Dallas College's fiscal year. Dallas College administers grants in accordance with the requirements of the funding agency and its own policies and procedures.

Recipient:	Dallas College – School of Education
Purpose:	The purpose of the grant award is to support the recruitment, retention, and development of more Black and Latino male teacher candidates through our teacher preparation programs.
Priority:	2, 4, & 6
Funding Source:	National Center for Teacher Residencies
Students Served:	Up to 30
Amount:	$220,000
Term:	01/01/2022 – 12/31/2023

Recipient:	Dallas College School of Education
Purpose:	Provide childcare quality activities to enhance the skills and knowledge of childcare providers, directors and employees to assist in the improvement of quality childcare services including activities that support Texas Rising Star Certification.
Priority:	6
Funding Source:	Dallas County Local Workforce Board
Students Served:	80+
Amount:	$350,000
Term:	11/01/2022 – 10/31/2023

Recipient:	Dallas College School of EMTS
Purpose:	The Texas /Oklahoma Regional Undergraduate Symposium (TORUS) in connection with NSF 21-541 Conferences and Workshops in Mathematical Sciences, will provide undergraduate research opportunities in mathematics to students, including a substantial proportion of first-generation, low-income families, and minorities. Undergraduate research and TORUS play an essential role in the lives of Mathematical Sciences majors. To support the direct cost of three conferences/workshops in TORUS.
Priority:	6
Funding Source:	NSF - National Science Foundation
Students Served:	250
Amount:	$10,000
Term:	09/01/2022 – 08/31/2025

Grant Awards Reported in Fiscal Year 2022-2023	
September 2022	$ 207,880.00
October 2022	$ 13,472,575.00
November 2022	$ 10,651,529.00
December 2022	**$ 580,000.00**
January 2023	$ -
February 2023	$ -
March 2023	$ -
April 2023	$ -
May 2023	$ -
June 2023	$ -
July 2023	$ -
August 2023	$ -
Total to Date	$ 24,911,984.00

INFORMATIVE REPORT NO. 10.6.

Workforce & Advancement/Ascend Institute

(*) Reporting Period: 10/1/22 to 10/31/22

Company	Samples and Types of Training	Participants	Industry Sector	Training Hours	Contact Hour Reimbursable	Certifications	Revenue	Funding Source
City of Lancaster	Leadership Workshop	15	Government	16.0	240	N/A	$11,700.00	CT
City of Plano	Excel Mini Sessions I-3, Levels I-3 (6 classes)	46	Government	3.5	0	N/A	$8,800.00	CT
Construction Education Foundation	Plumbing I-IV (5 classes)	24	Construction	40.0	960	N/A	$4,800.00	CT
Construction Education Foundation	Plumbing, Pipefitting, HVAC, Electrical, etc.	175	Construction	12 - 80	3,162	N/A	$147,931.00	SDF
Dallas Area Rapid Transit	Business Principles	23	Government	3.0	0	N/A	$5,451.00	CT
Dallas County Personnel	Leadership (2 classes)	32	Government	2.0	64	N/A	$680.00	CT
DeSoto Fire Training Academy	Fire Instructor I	9	Government	72.0	648	N/A	$3,456.00	CT
DeSoto ISD	Certified Nurses Aid	27	Healthcare	100.0	2,700	N/A	$24,460.00	CT
DFW International Airport	Part 139 Safety Training	21	Aviation	16.0	336	N/A	$10,395.00	CT
Garrett Metal Detectors	Negotiation Skills	13	Manufacturing	4.0	0	N/A	$600.00	CT
Hilton Anatole Hotel *new client	Command Spanish: Spanish for Hotels and Resorts	13	Hospitality	24.0	312	N/A	$4,680.00	CT
Northeast Chapter American Concrete Institute	Concrete Technology	13	Construction	42.0	546	N/A	$1,820.00	CT
North Texas Electrical and Joint Apprenticeship Fund	Electrical Calculations (2 classes)	32	Construction	2	0	N/A	$5,056.00	CT
RHE Hatco	CPR/First Aid/AED	12	Manufacturing	7.0	84	N/A	$1,400.00	CT
Texas Health Resources	Patient Care Technician (10/29-11/11/22)	41	Healthcare	112.0	4,592	N/A	$24,000.00	CT
Texas Health Resources	Patient Care Technician (8/18-9/6/22))	15	Healthcare	112.0	1,680	N/A	$9,000.00	CT
Texas Health Resources	Patient Care Technician (6/27-7/12/22))	15	Healthcare	112.0	1,680	N/A	$21,000.00	CT
VAMAS	Vietnamese Language and Culture (4 classes)	37	Community	64.0	0	N/A	$925.00	CT
Wesley-Rankin Community Center	Automotive Training	8	Community	16.0	128	N/A	$5,500.00	CT
October FY23	TOTAL:	571			17,132		$291,654.00	

Legend: Contract Training (CT); Skills Development Fund (SDF), Skills for Small Business (SSB), Other (O)

CT Reimbursable Yes (Y) or No (N)

Certifications: If Certifications are not earned an "N/A" will be recorded. If Certifications are earned through the training, either Institution (I) or Industry Recognized (IR) will be noted.

FY23 Cumulative Totals		Students			Reimbursable Contact Hours		Revenue	
September		1,588			79,107		$652,961.00	
October		571			17,132		$291,654.00	
	TOTALS:	2,159			96,239		$944,615.00	

Dallas College Human Capital New Hire/Position Report
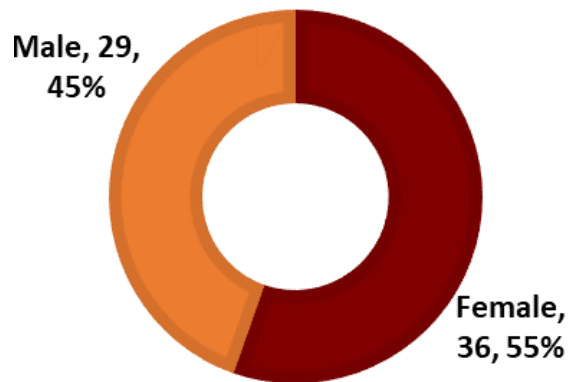## October 12, 2022 – November 12, 2022

Ethnicity

- White, 15, 23%
- Asian, 1, 1%
- Black/African American, 20, 31%
- Unknown/Not Reported, 2, 3%
- Hispanic, 27, 42%

Gender

- Male, 29, 45%
- Female, 36, 55%

Age

	20s	30s	40s	50s	60s
Count by Age Group	16	17	16	11	5

Education

	Some College	Associates	Bachelors	Masters	Doctorate	Unknown
Total	8	10	23	21	2	1

Functional Areas by Position Type
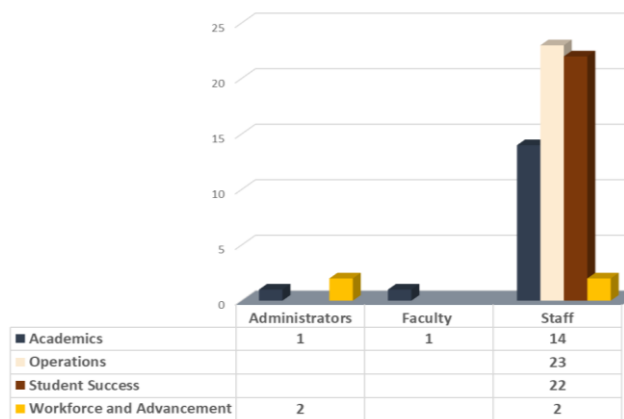
	Administrators	Faculty	Staff
Academics	1	1	14
Operations			23
Student Success			22
Workforce and Advancement	2		2

Position Changes

- Interim, 1, 6%
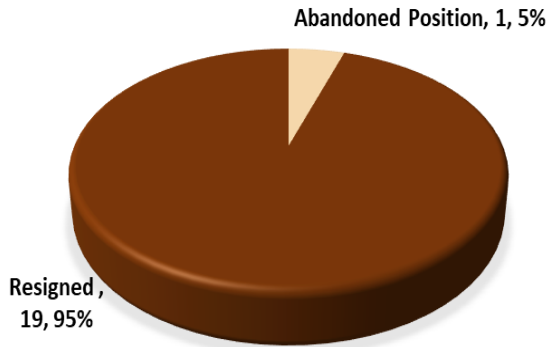- Lateral, 2, 13%
- Promotion, 13, 81%
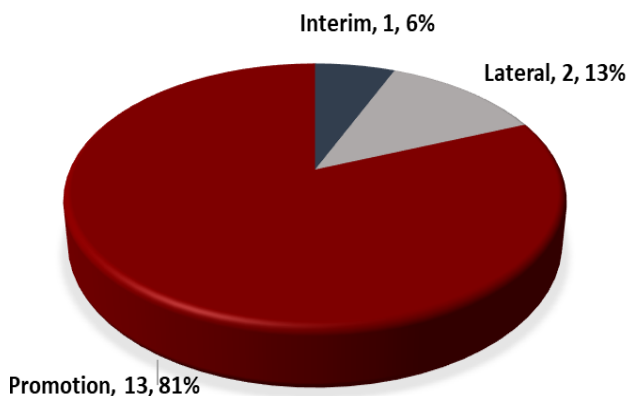
Dallas College Human Capital New Hire/Position Report
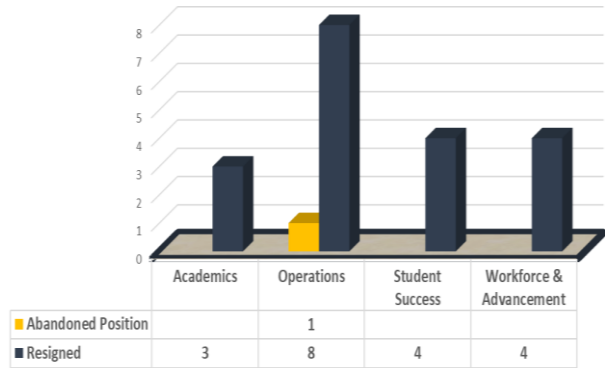## October 12, 2022 – November 12, 2022

FULL-TIME TERMINATION PROFILE

This profile represents all full-time employees impacted by the Dallas College reorganization or other reasons such as retirement, misconduct, death, etc.
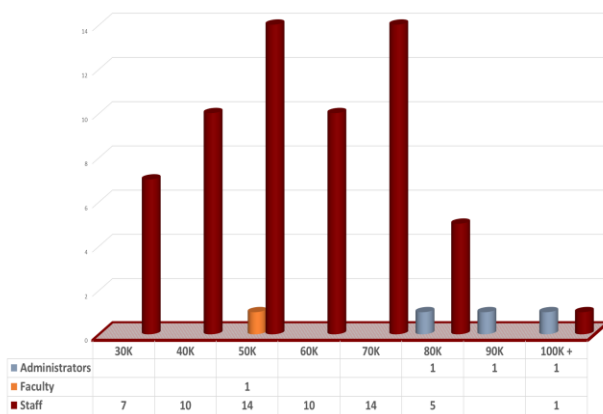
Terminations

Abandoned Position, 1, 5%

Resigned, 19, 95%

Terminations by Functional Area

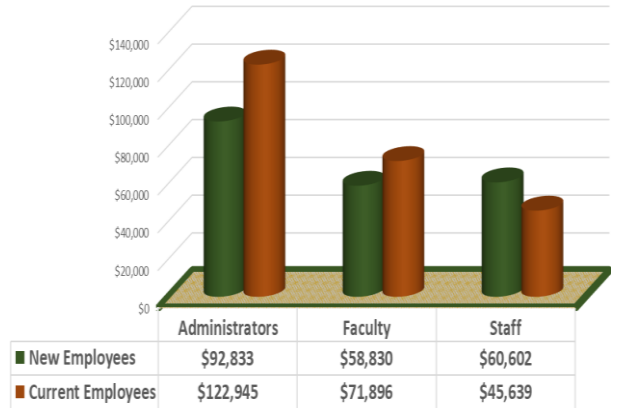|	Academics	Operations	Student Success	Workforce & Advancement
Abandoned Position		1		
Resigned	3	8	4	4

COMPENSATION PROFILE

The graphics represent the salary rates of new and promoted employees as well as a comparative analysis of their salaries and the salaries of current employees.

Salary Ranges by Position Type

	30K	40K	50K	60K	70K	80K	90K	100K +
Administrators						1	1	1
Faculty			1					
Staff	7	10	14	10	14	5		1

Salary Averages

	Administrators	Faculty	Staff
New Employees	$92,833	$58,830	$60,602
Current Employees	$122,945	$71,896	$45,639

EMPLOYEE TRAINING PROFILE

The charts below represent Professional Development training sessions tracked through Cornerstone.

Training Completion Hours by Position Type

	Administrator	Faculty	Staff
Hours Completed	917	1266	5064
Hours In Progress	616	173	1411
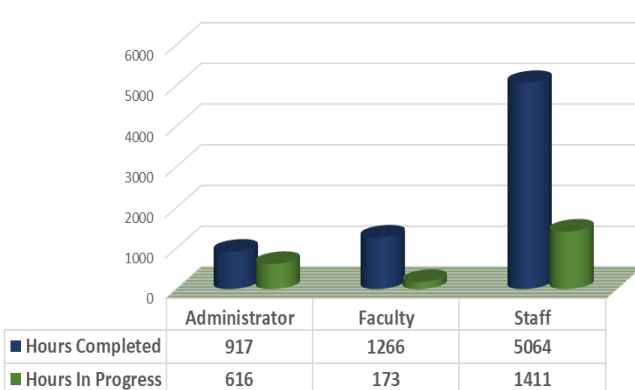
Top 5 Training Topic Completions

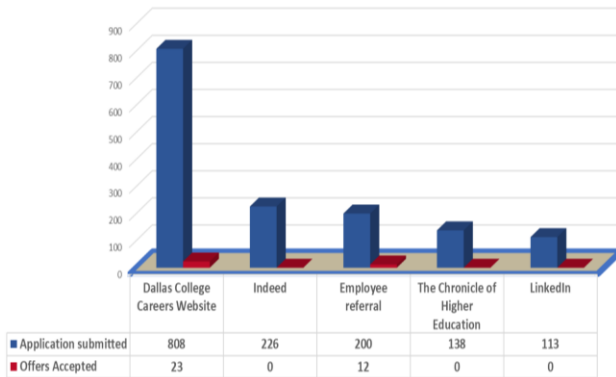| Training Title	Training Completions
Dallas College FlexWork Training	810
2022-2023 Accessibility Update	755
Cyber Security Training 2022-2023	450
2022-2023 Title IX and Sexual Harassment Prevention	398
Pathways to Supervision Success	213

Dallas College Human Capital New Hire/Position Report
October 12, 2022 – November 12, 2022

RECRUITING PROFILE
This profile is an overview of Dallas College's presence in multiple recruiting markets. These charts are representative of all job types.

Top 5 Recruiting Markets

	Dallas College Careers Website	Indeed	Employee referral	The Chronicle of Higher Education	LinkedIn
Application submitted	808	226	200	138	113
Offers Accepted	23	0	12	0	0

All Recruiting Markets (Applications Submitted)

Diversity Jobs, 12, 0.7%
Recruitment agency, 9, 0.5%
Intranet, 52, 3.1%
Word of mouth, 90, 5.5%
Invite to apply, 3, 0.2%
LinkedIn, 113, 6.8%
The Chronicle of Higher Education, 138, 8.4%
Employee referral, 200, 12.1%
Dallas College Careers Website, 808, 48.9%
Indeed, 226, 13.7%