
Austin Community College Board of Trustees

COLLEGE POLICIES

complete as of October 8, 2010

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POLICY GROUP A: RESULTS TO BE PRODUCED

A-1. Vision/Mission/Values Statement

Value Statements

These are the core values that guide the Austin Community College District's internal and external interactions with each other and our community:

- **C** – *Communication: ACC values open, responsible exchange of ideas.*
- **A** – *Access: ACC values an open door to educational potential.*
- **R** – *Responsiveness: ACC values targeted actions to address Service Area and internal needs within available resources.*
- **E** – *Excellence: ACC values commitment to integrity and exemplary standards.*
- **S** – *Stewardship: ACC values personal and professional ownership that generates accountability.*

Vision Statement

The Austin Community College District will be recognized as the preferred gateway to higher education and training and as the catalyst for social equity, economic development, and personal enrichment.

Mission Statement

The ACC District promotes student success and improves communities by providing affordable access to higher education and workforce training in its eight-county service area.

To fulfill its mission, the College will provide, within its available resources, the mission elements prescribed by the State of Texas:

- [a] Vocational and technical programs of varying lengths leading to certificates or degrees.
- [b] Freshman- and sophomore-level academic courses leading to an associate degree or serving as the base of a baccalaureate degree program at a four-year institution.
- [c] Continuing adult education for academic, occupational, professional, and cultural enhancement.
- [d] Special instructional programs and tutorial service to assist underprepared students and others who wish special assistance to achieve their educational goals.
- [e] A continuing program of counseling and advising designed to assist students in achieving their individual educational and occupational goals.
- [f] A program of technology, library, media, and testing services to support instruction.
- [g] Contracted instructional programs and services for area employers that promote economic development.

Intended Outcomes

The Austin Community College District, on an on-going and annual basis, will evaluate its effectiveness in nurturing a teaching and learning environment that achieves its vision and mission. The Austin Community College District will establish effectiveness outcomes designed to achieve:

- [1] Balanced instructional offerings among the mission elements expected of the College.
- [2] A teaching and learning environment that encourages students to be active, life-long learners;
- [3] Accessible and affordable post-secondary and higher education programs and services for all who qualify and have the ability to benefit;
- [4] Enrollments reflecting diverse and traditionally underserved populations in numbers that represent the local populations of our Service Area;

[5] Student performance that meets or exceeds established goals based on State and/or national benchmarks in the following areas:

- [a] Transfer to universities;
- [b] Job placement from career workforce programs into family-wage careers;
- [c] College retention and program completion of students, including developmental students;
- [d] Basic skills acquisition including GED achievement;
- [e] Literacy-level increases including ESL students; and
- [f] Successful transition from developmental to college-level courses;

[6] Efficiently administered programs and services that create an institution that is a good place to work, learn, and otherwise experience the higher-education process.

Institutional Effectiveness measures will be established and annually reviewed through the college's shared governance process as part of continuous quality improvement efforts. Institutional Effectiveness measures and assessment results will be reviewed annually by the Board of Trustees.

A-2. Equal Educational Opportunity

Value Statements:

- *ACC believes social justice and equity are promoted by making higher education and training available to all, on an equal basis.*
- *ACC will actively seek as students those populations who traditionally have been under-represented in public higher education.*

Austin Community College pledges to provide equal educational opportunity for all students and prospective students with regard to recruitment, admissions, financial aid, instructional programs, student services, and all other programs and services of the College. Discrimination on any ground listed in Policy F-2 (B) is thus forbidden.

The College shall aggressively reach out to attract all people in the community who need and can use its services. Each employee of the College shall be informed of his or her specific responsibilities for supporting recruitment. The President shall report annually to the Board on:

[1] the organization and nature of ACC recruitment activities and the resources expended on them.

[2] the extent and composition of entry into, enrollment in, and completion of ACC programs.

[3] comparative costs to students of ACC and alternative local providers.

The College shall make a deliberate effort to identify categories of potential students in the community who are not being served by the College programs, or who may be underrepresented in the College student population, and shall focus recruitment activities to reduce any disparities that may exist.

A-3. Service-Area Responsibilities

Value Statements

- *As a regional institution of higher education, ACC will monitor regional demographics and respond, to the extent possible, to the education and workforce development needs of the communities it serves.*
- *The College will encourage out-of-district residents to join it as in-district tax payers to secure the benefits of lower tuition, increased access to education and training, and more comprehensive instructional and support programs; in-district tax payers will have broader access to programs, and services, by virtue of supporting college operations through local tax support.*

The College shall provide programs and services to residents of its service area, with priority given to sites within the taxing district. Local tax funds shall not be used to subsidize out-of-district activities.

All legally-eligible communities are invited to voluntarily join the College's taxing district and gain the advantages of in-district tuition for their students and participation in election of the Board of Trustees. Except when approved by Board vote, no specific commitments of facilities or services shall be made to communities considering annexation. Any such commitments are subject to review and modification by later Boards as part of district-wide master planning.

The President shall report to the Board annually the extent and financial results of out-of-district activities, including an appropriate allocation of fixed and indirect program costs.

A-4. Student Goal Achievement

Value Statement:

- *The College recognizes the importance of helping students to articulate their educational goals, and to align College resources in support of those diverse goals.*

Enabling students to meet their educational goals should be the central organizing principle of College activity. While most of the work on this task will be done by students and faculty as part of the instructional process, the College shall also provide these other needed supports:

A. Goal Declaration

The College shall help students relate their aptitudes and interests to career opportunities and the corresponding educational goals (which may or may not include further college education after ACC). Accordingly:

[1] The College shall provide current information about the career opportunities in its area (including current demand, starting salaries, and career salary prospects), the preparation typically required for success in those careers, and the subsequent success by academic sector of ACC students in job placement and/or university transfer.

[2] Students shall be assessed as to their preparedness for their goals and informed of the educational sequences ACC offers that would advance them toward those goals (or of an alternate supplier or method in cases where that would be in the best interests of a student).

[3] A declaration of educational goal (which may or may not include a degree or certificate) shall be maintained (and updated at least annually) for each college-credit student to allow analyses of goal attainment.

B. Advising

[1] Each college-credit student (except those who at entry declare a clear short-term goal and decline an advisor) shall be assigned a faculty or staff advisor prepared to assist with the specific educational goal of that student. For transfer students, this preparation shall include appropriate knowledge about their field and the articulation of ACC courses with their target college. For workforce students, knowledge of the student's target industry shall be included. In either case, students requiring remediation under state law shall be given assistance and advice on how to satisfy such requirements while advancing toward their specific goals.

[2] Students (especially those who have difficulty reaching their goals) shall be advised as to how to learn effectively at the college level and as to what combinations of preparation, course load, and non-school activities have been found to be consistent with academic success at ACC.

[3] Advising and counseling shall reflect a consistent philosophy of operational delivery throughout the College, with task assignments implementing a coordinated plan allocating resources based on student needs and addressing both campus-specific services and college-wide responsibilities.

C. Financial Aid

The College shall fully inform students as to their opportunities for financial assistance to attend college, and shall facilitate their use of those opportunities, especially for grants.

D. Educational Counseling

The College shall assist students in addressing obstacles to the achievement of their educational goals. Accordingly:

[1] Counseling services shall be focused on enabling educational achievement. Counselors shall accordingly work with students (self-referred or identified by faculty or staff as needing attention) so as to help them:

- (a) make good use of the support services available at the College.
- (b) understand how other students with similar problems have successfully resolved them.
- (c) develop work and classroom participation patterns that contribute to successful performance in school and in their intended career.

[2] Student-development staff shall ensure that student concerns are brought to the notice of the responsible authority. Counselors shall therefore:

- (a) inform the appropriate supervisor when a student reports any action by a College employee that seems contrary to College rules or policy, and
- (b) inform students of the College's appeal systems when appropriate, while respecting the responsibility and authority of instructors.

[3] The college shall provide assistance to its students in placement in jobs or further higher education when they have completed their preparatory work.

E. Reports

The President shall make a comprehensive annual report to the Board on the extent and nature of College efforts and results in this area. It shall list goal-achievement rates by major/program, ethnicity, and gender, and shall describe the participation in and nature of support services in this area. The report shall also include institutional plans and goals for improving the College's ability to serve students who do not succeed in reaching their declared goals.

A-5. Student Travel

Value Statement:

- *Student travel enhances the learning experience, but will be guided by a primary concern for student safety.*

Austin Community College will adhere to the highest standards of safety in all activities which require student travel.

1. The College will establish rules and procedures in compliance with all Texas Education Code to emphasize the safety of students and to comply with all applicable statutes and guidelines.
2. The rules and guidelines will be posted in appropriate student publications.
3. Faculty and staff responsible for student activities and events which require students to travel will be trained to fulfill their responsibilities.

POLICY GROUP B: BOARD OPERATIONS

B-1. Board Policy Principles

Value Statement:

- *The Board will function as a whole, rather than as individual Trustees, and will communicate institutional policy through written policies which will be shared with all constituencies.*

[1] The Board governs primarily through written policies. The College President shall cause all sectors of the College to be informed of the Board policies relevant to their activities and shall ensure the compliance of College activities with Board policies. The College President may set additional administrative rules, as long as they are consistent with and supportive of any Board policies to which they are related.

[2] The Board may use resolutions rather than policies for limited-term decisions or directives. Resolutions are limited in effect to the specific items and time periods they address, or for one year if no period is stated.

[3] There are no unwritten Board directives. The only policies, decisions, authorizations, or limitations in effect at the Board level are those explicitly listed as policies or active resolutions in the Board minutes or web site after a public vote of adoption. Individual or collective statements by Trustees in any other form have no authority in College operations. All trustees shall be informed whenever the administration takes actions that address a request or suggestion from a trustee. When an administrator attributes an action to a Board directive, the relevant written directive(s) must be identified. All requests for information by trustees should be provided to the Chair, who will coordinate the requests with the President.

[4] To the extent activities in an area are not covered by a current Board policy or resolution or an administrative rule, employees should use their own best judgment to act in the interest of the community and students.

[5] Board policies are to be used only to directly express the decisions of the Board; they are not to be used to simply repeat or ratify either administrative rules (which do not require Board approval) or external laws and regulations (which the Board has no power to change).

[6] When a Board policy or resolution (except one related to Board procedure) has more than one reasonable interpretation, the College President may specify which interpretation the College shall follow, with notification to the Board of any significant policy ambiguities revealed by this process. Should a Board officer or any two other trustees believe that the President's interpretation of a Board policy is unreasonable, the officer or trustees may request that the reasonableness of the President's interpretation be put on the Board agenda for decision, and the Board Chair must honor the request as soon as possible.

B-2. Duties and Responsibilities, Board of Trustees

Value Statements:

- *The Board of Trustees recognizes its responsibility to function as a whole, and to communicate as an entity.*
- *The Board recognizes its responsibility to advance the Mission of the College in the best interests of its external and internal constituencies.*
- *The Board will be diligent in developing policies which guide effective usage of limited resources.*

The Board of Trustees has the responsibility for formulating public policy for the operation of the Austin Community College District. It functions as the legislative and policy-making body charged with the governance and control of activities within the College District. The formulation and adoption of written policy is the basic method by which the Board exercises its leadership in the operation of the College District. The Board delegates to the President of the College the function of specifying required actions and designing the detailed arrangements under which the College will be operated. The Board maintains and supervises the College by evaluating information and recommendations concerning implementation of its policies. The general responsibilities of the Board are:

[1] To adopt and periodically review a statement of philosophy that clarifies basic educational beliefs and educational responsibilities of the College for the community.

[2] To determine the quality of presidential leadership needed to carry out the philosophy and objectives of the College.

[3] To select and appoint the President of the College, and provide a formal annual performance evaluation based primarily on the effectiveness of the implementation of Board policies. An informal feedback session will also be provided the President during each year.

[4] To establish the policies necessary for supporting operations of the College District.

[5] To maintain a current Master Plan to guide use of College resources, including site and facilities development.

[6] To provide ways and means of financial support, approve the annual budget, and review and approve expenditures as provided in College policy.

[7] To approve courses and programs of study that support community needs.

[8] To require and review appropriate administrative reports.

[9] To serve as a linkage to the community and local college tax payers on matters of policy, fiduciary responsibilities, strategic direction, and other items of public concern affecting the College District.

[10] To serve as a final adjudicating agency for students, employees, and citizens of the Austin Community College District on matters of Board policy.

[11] To bear the legal responsibility for all aspects of the operation of the College District.

[12] To choose its officers and advisors, and to plan its own activities and priorities.

[13] To develop an annual professional development plan for Board members. The Board will annually adopt a professional development plan for all trustees, with the Board Chair having the authority to approve the actual expenditures and request for reimbursements of individual trustees.

[14] To evaluate annually its own performance. This will include a formal assessment of Board strengths and weaknesses with the identification of measurable action plans, the completion of which will be monitored by the Board Chair.

B-3. Code of Ethics -- Board of Trustees

Value Statements

- *The Board of Trustees supports the highest ethical standards in performing its duties.*
- *The Board of Trustees will model the recognized best practices associated with policy governance models.*
- *The governing board will be conscientious in following all Board policies and in maintaining a distinction between issues of governance and college operations.*

A. Standards of Conduct

The Austin Community College Board of Trustees endorses the following standards of conduct for individual ACC trustees:

[1] To identify and disclose any actual or potential conflicts of interest, and to act at all times for the general public good, regardless of personal friendships, relations, or interests. Although Texas law allows the election of a trustee who has a spousal or other familial relation with an employee of the college, neither such a trustee nor the employee related to the trustee may take advantage of the relationship to obtain favorable consideration, to influence operational matters, or to gain access to information not available under the Texas Open Records Act.

[2] To keep well-informed on board-related issues, and to attend and participate actively in meetings of the board and its committees.

[3] To encourage and engage in open and honest discussion in making board decisions, to respect differences of opinion, and to keep an open mind until everyone has been heard from.

[4] To respect the board's collective decision process, and to accurately report and explain board votes and policies.

[5] To carefully avoid the assertion of board authority or preference as an individual trustee or in concert with other trustees, other than at official board meetings or as a result of official board actions.

[6] To respect the Board's community linkages processes, and to avoid perceptions of conflicts of interest, Trustees will avoid individual meetings with people or organizations that are seeking business with the College when a Request for Proposals, Request for Qualifications, or other bid or procurement solicitation is before the public or being deliberated to the College or Board. Trustees will observe a period of not meeting with interested persons or organizations about the matter, nor discuss the matter with any interested party or organization. Such a "quiet" period would apply only to matters of immediate business, and should not be construed to limit meetings between Trustees and others on other topics.

[7] To respect the authority and responsibilities of other people within the college or external contractors, empowering them to work without interference within the limits of board policy.

[8] To maintain the confidentiality of privileged information, as outlined in the Texas Open Records and Meetings Act.

[9] To refrain from any attempt to influence any operational decision, including but not limited to individual admissions, personnel, or purchasing decisions, except when the decision is an agenda topic at an official board meeting. Specifically, Board members may not have any communications about a grievance with any person who has a grievance pending.

[10] To be scrupulous in requesting only authorized, legitimate reimbursement of college-related expenses, following the same rules and guidelines required of Austin Community College employees for travel.

[11] To interact with each other as well as employees, students, and other citizens in a manner that creates and sustains mutual respect.

B. Code of Ethics

The mechanisms for enforcement of the Code of Ethics will be:

[1] Any person, with supporting information, may allege noncompliance with the Code to the Board Chair (or the Vice-Chair if the Chair is the target of the allegation). The Board will be advised when any allegation has been raised.

[2] The Chair or Vice-Chair will undertake a process to resolve the complaint.

[3] If either the complainant or the Board member requests, the Chair will name an independent third party to investigate the complaint and report to the Board.

[4] If the Board finds a violation of the Code, it will reprimand or censure the Board member, which is the only sanction available to it under Texas law.

B-4. Board of Trustees Bylaws

Value Statements

- *The Board of Trustees values open communication and consideration of multiple perspectives which may impact district policy and allocation of public resources.*
- *To facilitate open and effective communication, the Board and President will work conscientiously to construct substantive board agendas and to conduct meetings in an open, collaborative, and orderly manner.*

1. General Delegation of Authority for Board Procedure

The Board Chair shall decide any questions of Board procedure that are not addressed by, or that require interpretation of, law, Board policy, or specific Board resolutions.

2. Board Officers

The Board shall elect from among its members a Board Chair, who shall (1) preside over Board meetings, (2) in coordination with the College President, prepare the Board meeting agenda, (3) coordinate the Board-President relationship, and (4) serve as ceremonial spokesperson for the Board; a Board Vice-Chair, who shall coordinate the community-linkage activities of the Board and shall preside in the absence of the Board Chair; and a Board Secretary, who shall oversee and certify the records of the Board and coordinate policy development activities. These officers shall be elected at the first Board meeting after a Trustee election is completed, a year later, and when a vacancy in an office exists or is created by Board vote. No trustee may serve in the same office for more than two of any four consecutive years.

3. Board Meetings

3.1 Official meetings of the Board, including specially-called meetings, can be called, within the notification limits imposed by law, by the Board Chair or by any three Trustees. The Board shall not take immediate action on a change in Board policy (i.e., a final vote on a change in Board policy at the first meeting at which it is presented to the Board or discussed or at other than the regular meeting of the month or a recessed continuation). Although a change to Board policy may be adopted at a meeting other than the regular meeting of the month, the change must, without exception, have been discussed at a prior meeting. All other actions of the Board may take place upon first reading. However, the President and Board Officers must use best efforts to ensure that items will not be brought to the Board for immediate action unless they could not reasonably have been scheduled for a final vote at the first regular meeting of the month and/or discussed at an earlier meeting.

3.2 The College President and Board Chair shall develop proposed agendas for Board meetings in accordance with priorities set by the Board, with final authority on what is included in the agenda and agenda packet resting with the Board Chair. A motion to place an item on a particular future agenda shall, at the request of any trustee, be placed on the next agenda for determination by Board vote. The College President shall cause all Trustees to be sent the agenda and all

supporting materials at least 5 days before the meeting, and shall cause all required legal postings of Board meetings. Only subjects on the agenda shall be considered at a meeting.

3.3 Robert's Rules of Order shall be used to conduct meetings of the Board and its committees, subject to these bylaws and applicable law. Final approval of any non-procedural motion requires affirmative votes in a public session from a majority of the full current membership of the Board. For procedural motions, amendments, and committee votes, the majorities required by Robert's Rules of Order shall be of members present and voting.

3.4 The College President shall cause to be kept all legally required records of Board meetings. Minutes of the full Board shall accurately reflect the actions taken by the Board and the vote of each Trustee on those actions. When approved by the Board and signed by the Secretary, the minutes shall become the official record of a meeting. The Secretary shall have authority over how the decisions and activities of the Board are presented by the College.

3.5 The President and appropriate staff designated by the President shall have the right to be present at all executive sessions of the Board unless the session is specifically to evaluate the President's performance and employment contract, and only if said issue is properly disclosed under state law on the board agenda.

3.6 Requests of Information: Requests from trustees for information may be made only to the President, coordinated through the Board Chair.

B-5. Policy Development and Revision

Value Statements

- *The Board of Trustees respects delineation of responsibilities for itself and for the president of the College.*
- *The governing board will conscientiously develop policy to represent the best interests of the public and ensure that internal and external constituencies' perspectives are considered.*

The Board of Trustees has responsibility for formulating policy for the operation of the College. Accordingly:

[1] **Division of responsibility:** The governance activities of the College shall maintain a clear distinction between:

- [a] strategic, values-based policies, which are the responsibility of the Board of Trustees,
- [b] administrative rules for employees to follow in implementing College policies, which are the responsibility of the President, and
- [c] specific tactical decisions made in operating the various sectors of the College, which are the responsibility of various operating units, structures, or positions designated by the President.

[2] **Policy development and review:**

In accordance with the policy-governance model of Board operation, the Board itself will set its agenda for policy development and review, based on its analysis of the strategic needs of the College after internal and external consultation, including consideration of any areas of policy development or revision suggested by the President, employee associations, community, or students. This policy agenda shall be updated twice a year, and the Board shall conduct a comprehensive review of its policies for relevance, clarity, and appropriateness each biennium.

The Board Secretary has primary responsibility for coordination of the policy-development activities of the Board, but the Board Chair shall act, with the assistance of the President, to ensure that the policy topics identified as important by the Board are scheduled for consideration, that employee associations are notified of policy-development activities in a timely manner, and that appropriate supporting information is provided. Policy-consideration procedures shall provide each trustee opportunities to include alternative provisions in the agenda materials, with preliminary selection by Board vote of which, if any, of the competing provisions will be used as the basis for final consideration and amendment.

[3] **Discussion of policy proposals:**

Proposed policy changes shall be placed on the agenda for discussion at one or more Board meetings prior to that at which adoption is voted on. College legal counsel shall report on any significant legal implications of policy proposals. The President shall report on significant educational, operational, fiscal, or administrative implications of policy proposals, including

feedback provided via internal shared-governance structures. Direct advice to the Board on policy is also appropriate from interested groups or individuals, including employee associations.

B-6. Monitoring Policy Compliance

Value Statement:

- *Accountability for compliance with Board policy ensures that policy governance works to the benefit of the College and the multiple communities it is to serve.*

The Secretary of the Board shall oversee Board-level activity in monitoring compliance with Board policies and directives. This activity, which will complement but not replace the oversight responsibility of the College President, shall be done without reference to the personal opinion of the Secretary about the value or correctness of the policies, and shall not extend to any aspect of College operations that is not covered by a current Board policy or resolution.

The College administration shall provide information and assistance in this task as requested by the Secretary, subject to an appeal by the President to the Board if any such request is felt to be unreasonable.

Other trustees who have questions or concerns about non-compliance should direct them to the Secretary, who shall pursue them at his or her discretion and shall report to the Board on any aspects of college operations found, in his or her judgment, to be non-compliant. If the Secretary does not pursue an issue to the satisfaction of a trustee, the trustee may bring the question to the Board for a vote on whether or not it should be certified as an important monitoring issue. The Secretary shall give priority to and make reports on any issues that are thus identified by Board vote.

The President (or Board Chair, for Board activities) shall, for each non-compliance report from the Secretary, provide the Board either a compliance plan, a recommendation for policy modification, or an explanation of why the practice in question is seen as already being in compliance. If the Secretary thereafter states in writing that he or she continues to believe that the practice does not comply with Board policy, the question must be put on the Board agenda as soon as practicable for Board decision. If the Board finds that the practice is not in compliance, it will require the President to achieve compliance.

Each fall, the President shall also provide the Board an annual schedule of planned routine and special-attention policy-compliance reports.

Non-compliance reports by the Secretary are only advisory; authoritative Board directives to change college practices can come only from a public Board vote.

B-7. Board Advisory Committees

Value Statements

- *The Board recognizes that external expertise in designated areas may benefit the Board's development, revision, or monitoring of compliance with policy.*
- *The Board recognizes that providing clearly defined charges and operating guidelines will enhance the effectiveness of external committees.*

Board committees consisting of non-Trustees may be established by the Board to advise it on specific issues. The role of Board advisory committees is to collect, sort, and evaluate information and to identify options for Board decision. Board-appointed committees are encouraged to follow Roberts Rules of Order or other committee-agreed upon procedures, to ensure that committee recommendations reflect equal opportunities for input and group consensus. Such committees shall not deal with issues for which there is no basis in policy for Board involvement. The College President shall meet reasonable committee requests for information and assistance, with the mediation of the Board Vice-Chair in resolving any disputes.

The Board shall decide on the extent and nature of the topics for which it wishes to use the advisory-committee mechanism. After considering suggestions from trustees, the President, and other interested groups, the Board Chair shall recommend for Board consideration a chair, membership, term, and charge for each such committee.

B-8. Removal of Trustees

Value Statements:

- *The Board, as a whole, benefits from the expertise and talent which individual Trustees bring to the collective governance process.*
- *Individual Trustees are expected to meet the standards of participation outlined by its accrediting agency, state statute, and Board policy, and may be removed for failing to meet those expectations.*

In accordance with the SACS Principles of Accreditation regarding Trustee expectations and with applicable Texas law, the ACC Board of Trustees will follow this policy regarding removal of trustees for just cause and following due process.

Under Texas law, trustees may be removed from Board membership for in competency, official misconduct, intoxication on or off duty caused by drinking an alcoholic beverage (but not if it was caused by drinking such beverage on the directions and prescription of a licensed physician) or conviction by a jury for any felony or for misdemeanor official misconduct). "Official misconduct" includes conviction for an offense relating to a violation of purchase procedures. Actions for removal of Board members must be brought before the judge of the district court having jurisdiction, except that any court convicting a trustee of a felony or official misconduct must order removal. Texas Const., Art. V, § 24, Texas Local Government Code §§ 87.011-87.013, 87.031, Tex. Education. Code § 44.032(e).

After due process, including notice of specific charges and an opportunity for the accused trustee to answer them, the Board, if it finds just cause under Texas law for the trustee's removal, will vote to file suit in district court for the removal of the trustee.

Policy Group C: COLLEGE OPERATIONS

C-1. General Executive Directives and Limitations

Value Statements:

- *The Board values the distinction between policy governance and the operations of the College.*
- *The Board will define parameters which ensure the ability of the president to lead the organization while operating within the values established by the governing body.*

[1] The President shall cause to be taken those actions that are needed to carry out the mission of the College within the limits of Board policy and directives, and shall accordingly:

- [a] cause an effective instructional program to be offered implementing the college mission;
- [b] develop and maintain public plans that are adequate to guide and coordinate the development of the college;
- [c] maintain a reporting and analysis system that supplies appropriate information about the scope, effectiveness, and efficiency of college operations;
- [d] maintain, with appropriate consultation, administrative rules and procedures sufficient for the proper operation of the college.

[2] The President shall not permit imprudent, wasteful, or unethical practices by college employees or contractors related to their ACC work, such as any practice that:

- [a] is contrary to applicable laws, regulations, or Board directives;
- [b] results in the mistreatment of people;
- [c] wastes the resources of the students, employees, college, community, or taxpayers;
- [d] provides inaccurate or misleading information about college operations.

C-2. College Organizational Principles

Value Statements:

- *To ensure consistency within the teaching and learning environment, ACC will operate as one college with multiple campuses and centers.*
- *Students are entitled to receive the same quality of programs and services regardless of where offered within the ACC Service area.*

A. College Unity

Austin Community College is a single college with multiple campuses and teaching sites, not a multi-college system. All employees, especially those with management responsibility, shall act to support the unity of the College by aligning their activities with the directives of the College's chief officers, by seeking what is best for the whole College rather than exclusively for a particular sector, and by fostering cooperation. College officers shall be supportive of each other and shall act in support of Board and Presidential directives.

In the implementation of this policy, the administration shall ensure that students can receive services and have instructional issues settled and decided without being required to leave the campus they are attending. In addition, faculty and staff shall receive appropriate services and exercise delegated responsibilities at the campus level as provided by the organizational structure outlined in section C.

B. Presidential Leadership

The President shall build a capable, unified, and diverse leadership group. As Chief Executive Officer, the President is responsible for determining and specifying in writing the staffing and scope of individual managerial positions, of institutional units, and of College-wide councils or committees. The President shall keep the other College officers well informed about Board and presidential issues, activities, and plans.

C. Organization of Academic and Workforce Programs

The President shall establish a stable organizational structure of the instructional area to implement the one-college principle. In the interest of organizational stability, major organizational changes shall be made as infrequently as possible, consistent with meeting the needs of the college following consultation with affected groups. Collaboration shall occur early in the formative stages of any proposed organizational change. However, notwithstanding this process, the President shall make the final decision on the organization.

The structure shall be based on college-wide groupings by discipline or related disciplines or by specific workforce programs. Academic disciplines that have a significant number of faculty (both full-time and adjunct) shall have a separate organizational unit. The President may also appoint other college-wide administrators to supervise these college-wide instructional units.

[1] All college-wide instructional units and their subcommittees shall operate on the principle of shared governance, providing for participation in decision-making relevant to the instructional unit by both full-time and adjunct members. Exceptions to participation should apply to decisions in which there might be a conflict of interest.

[2] The President shall ensure diversity in decision-making participation by adjuncts. This may include adjuncts who have received multiple-semester appointments under Board Policy D-6[5]-c and adjuncts who have given long service to ACC and have received a satisfactory annual evaluation.

[3] The organizational structure of academic and workforce programs must provide for:

- (a) appropriate campus-based delegation of responsibilities including campus-based points of contact that the administration determines will maintain the one-college principle,
- (b) uniform, college-wide standards of instructional administration, and
- (c) consistent decision-making throughout the campuses.

The President shall develop rules that provide for such delegation, but both full-time and adjunct faculty shall be eligible to serve in such delegated capacities.

C-3. Duties and Responsibilities, College President

Value Statement:

- *The Board supports the primary roles of the President to lead the College District, internally and externally, and to create the rules and processes necessary for the efficient and effective functioning of the College.*

Within the framework of policies adopted by the Board, the College President exercises broad authority in carrying out the responsibilities of the position. The College President performs the following functions:

LEADERSHIP

[1] Acts as executive officer for the Board of Trustees.

[2] Advises the Board on policy development and review.

[3] Prepares and submits annual Master Plan and budget recommendations to the Board; implements the College budget as approved and amended.

[4] Provides executive leadership in the development and achievement of the vision and goals of the College's Master Plan and Student Success Initiative. Develops and approves Administrative Rules needed for effective College operations or to carry out Board policy, and reports to the Board of Trustees such rules related to Board policy.

[5] Works with Board to develop and implement local, state, and national legislative and institutional advancement strategies.

[6] Develops and sustains a high performing executive leadership team.

[7] Provides the Board with a timely flow of information regarding the College and its needs.

[8] Prepares agenda materials, with the approval of the Board officers, for board meetings and maintains a record of the proceedings.

[9] Makes recommendations to the Board for the adoption of instructional programs and other educational and community services.

MANAGEMENT

[10] Ensures alignment and integration of the Master Plan and Student Success Initiative with college operations and the annual operating budget.

[11] Reviews the educational program on a continuing basis and effects changes that will improve the quality and scope of services offered, and enhance student success.

[12] Creates, organizes, and reorganizes, with 30 days prior notice, whenever practical, to the Board of Trustees for major changes to the administrative organization of the College, and manages the administrative organization of the College.

[13] Promotes and sustains a healthy institutional climate of mutual respect and high standards of performance for all faculty and staff in achieving high levels of student success across all student cohort groups.

[14] Models and sustains effective Servant-Leadership and shared governance practices which enhance achievement of the goals of the institution.

[15] Maintains the orderly functioning of the College and takes appropriate action, within the limits of Board policy, as may be necessary to prevent any interference with such orderly operation of the College.

[16] Develops succession planning to ensure continuity of college operations.

ACCOUNTABILITY

[17] Promotes an evidence-based culture of accountability which guides innovation, implementation of best practices, and continuous quality improvement of instruction and student support services.

COMMUNITY/PARTNERSHIPS

[18] Represents the College, in cooperation with the Board and staff, to the community and develops appropriate partnerships which assist in the advancement of the College's mission and vision.

FISCAL

[19] Ensures sound fiscal practices and expands the fiscal resources of the District.

[20] Ensures the accuracy of all reports required by local, state, and federal agencies.

C-4. Internal Employee Associations

Value Statements:

- *Achieving the institution's mission is facilitated by the input of its faculty, staff, and students.*
- *College operations are strengthened when internal constituencies and college administration collaborate on areas of concern or interest.*

[1] Regular opportunities for comment to both the administration and Board of Trustees shall be provided to representatives of any employee associations that are recognized by the Board of Trustees as being based on the main categories of the College's personnel classification system, open to all employees in the relevant category without charge, governed by democratic means approved by a majority of their members, and willing to accept the legal and policy restrictions of being an internal College activity.

[2] The administration shall consult in a timely manner with representatives of such employee associations in order to receive their comments prior to taking actions that would have a substantial effect on their members, including instituting or changing administrative rules and making administrative decisions or recommendations to the Board on compensation and working-condition issues.

[3] When matters of concern to an internal employee association require a Board vote, a representative of the group shall be provided an opportunity to freely address the Board meetings at which the topic is considered. In any communication with one or more Trustees prior to such meetings, the group should strive to make any additional substantive information it supplies related to the issue made available to all Trustees and to the administration.

[4] The President shall maintain administrative rules that facilitate participation of employees in recognized internal employee associations, including the budgeting of appropriate operational support and provision of information about their associations to each new employee.

[5] Disputes about the interpretation of the bylaws of an internal employee association shall be resolved by the association without participation by the administration or Board.

[6] All employees and associations are expected to utilize the shared governance process of the College. Unless an item of concern is scheduled for board discussion prior to internal constituencies having an opportunity to confer with the administration, the expectation of the board is that internal communication channels will first be employed before addressing the board on such issues.

C-5. Open Communication and Shared Governance

Value Statements:

- *Shared governance leads to stronger commitment to institutional goals by faculty, staff, and students.*
- *Open communication and collaboration in determining the policies and rules by which ACC will operate contributes to greater institutional effectiveness.*

Shared Governance is a collaborative decision-making process by which trustees, administrators, faculty, staff, and students work as a community of colleagues to advance the mission, goals, and values of the college. Shared Governance requires open communication among stakeholders in an environment of mutual respect, collegiality, and accountability.

The implementation of shared governance should involve self-correcting and self-monitoring processes that result in:

- effective decision-making at appropriate organizational levels
- appropriate and timely dissemination of information
- efficient and effective management of resources
- responsiveness to the experiences and expertise of stakeholders
- consideration of the ideas and opinions of those most impacted by decisions
- individual and institutional accountability
- a trusting and respectful community of colleagues

Accordingly,

[1] Decision makers at all levels of the College shall encourage and make use of free exploration and expression of different ideas, viewpoints, and analyses on College issues.

[2] Internal employee associations, affiliate organizations, and the Student Government Association will select their representatives to representative bodies, such as Councils, committees, administrative task forces, etc.

[3] Representation by associations and functional roles within the college on representative bodies should be reviewed in the Spring of each year as part of the budget cycle and through the shared governance process and structure itself.

[4] In accord with the self-monitoring nature of shared governance, a report on the state of shared governance in the College should be presented each year to the President and the Board. This report should derive from a broadly representative shared governance process and structure within the College and should

- * address the quality of decision-making processes in the light of this policy, and
- * provide recommendations for the improvement of decision-making processes in accord with this Board policy.

[5] College decision-making and consultation processes shall be open except in unusual cases that clearly meet confidentiality criteria established by the President (which shall include any privacy protections required by law). This openness includes access to data being used in deliberations and to the decision options being considered; such information should be made openly available as early in the discussion/decision process as possible.

[6] Employees with information that they feel would improve the accuracy of decision-related data should make it available to all decision makers and at all stages and levels of decision-making. Information that would aid the Board and President in assessing the compliance of the operation of the College with Board policies and directives should also be made available to them.

[7] Everyone participating in College discussions and decision-making processes should strive to express his or her opinions in a constructive, complete, and accurate manner, without retribution. While dealing honestly with any perceived problems, people should strive to interact in a manner that creates and sustains mutual respect.

[8] College management directives, decisions, guidelines, and standard procedures shall be made generally accessible through an electronic system (with appropriate print-based support) that shall also indicate who issued each item and if anyone is authorized to waive its provisions.

[9] Employees may use College premises to distribute clearly-attributed materials related to education or employment to other employees; this permission does not imply College endorsement or recognition of views or organizations referred to in the materials.

C-6. College-Community Linkages

Value Statements:

- *ACC embraces its responsibility to serve, to the extent possible, its multiple external constituencies.*
- *Developing and sustaining external partnerships which align well with the mission of the institution help to advance public understanding and support of ACC.*

It is important that the College create and maintain strong community linkages at many levels. Accordingly:

A. Communication Linkages:

[1] Staff-community linkages: The President shall ensure that the College maintains a system to receive external information and advice on how the College can best serve its community, especially from sectors that directly deal with the College's entrants or graduates. This system shall be structured so as to promote productive College-community interaction. The President shall also ensure that the College has appropriate representation in relevant community organizations and events.

[2] Board-community linkages: In addition to the activities individual Trustees choose to undertake as elected officials, the Board shall have an organized program of interaction with the community. The Vice-Chair of the Board shall coordinate this program, aligning it with a priority list adopted annually by the Board. The College shall provide electronic dissemination of Board-meeting proceedings, including cable television, whenever feasible.

[3] Citizen communications: Citizens may address the Board according to procedures published by the Board Chair, which shall be uniformly applied so as to provide fair access to all citizens.

B. Operational Linkages:

The College shall respond to community needs by creating appropriate partnerships or contractor-client relationships with community organizations. Negotiation of such agreements is the responsibility of the President, subject to Board approval if they are multi-year agreements or involve expenditures in excess of the approval limits established in policy G-2, Purchasing. Proposals for partnership agreements should include an economic analysis, and should ensure that each party bears an appropriate share of the costs.

C. Reports to the Board:

The President shall report annually to the Board on the nature and extent of linkage activities, on the financial terms and operational results of community partnerships, and on any plans or recommendations for changes in this area.

C-7. Legal Counsel

Value Statement:

- *Legal counsel shall be consulted as needed to ensure the effective operation of the College District.*

The Board of Trustees shall designate an attorney or attorneys to serve in the capacity of legal counsel for the Austin Community College District and to provide the Board independent advice and representation in all legal matters affecting or potentially affecting the Board or the College District.

College counsel shall be reasonably compensated and shall serve at the pleasure of the Board. Counsel shall be available to handle all legal matters for the Board and administration of the College District, and shall be responsible to the Board.

Counsel shall attend Board meetings when requested by the Board or by the College President and shall be available for consultation with members of the Board, the College President, and individual staff members designated by the College

President, and shall undertake to represent the Board and the College in all matters referred by the Board and the College President. When a request for a legal opinion comes from a trustee, counsel shall inform all Trustees of the request.

The President shall keep the Board informed of the status and disposition of any official notices, complaints, and decisions related to College legal or accreditation issues.

C-8. Naming of the Institution

Value Statement:

- *To highlight its regional role as reflected in its state-designated Service Area, and to recognize its historic founding within designated boundaries of Austin, Texas, the College will use its founding name, the Austin Community College District.*
- *Naming of facilities and fund raising opportunities will be consistent with the Austin Community College District's role as a public community college.*

A. Name of the College

In official publications and other official forms of identification, the College will be promoted as the Austin Community College District, its official name when founded and as recognized by the Texas Higher Education Coordinating Board.

B. Abbreviation of College Name

The Austin Community College District has historically been referred to as "ACC" and will continue to be to avoid confusion with other public colleges with the same acronym (Alamo Community College District and Alvin Community College District, for example).

C. Naming of Campuses/Centers

The Board of Trustees will approve all names of campuses and centers within the district. While campuses located within the boundaries of Austin have a variety of campus names, future campuses built in external communities will generally be named after the geographic location in which the facility is located. For example, ACC: San Marcos Campus.

D. Naming of Buildings

Approval by the Board of Trustees is required to name a college building or facility after any individual, family, organization, foundation or corporation as outlined in Board Policy E-2, Provision of College Facilities. Final approval rests with the Board of Trustees.

E. Naming of Facilities/Fund Raising Purposes

The Austin Community College Foundation will follow guidelines for recognition of donors to the Austin Community College District to include naming for campus facilities. Facilities are defined as buildings, rooms, and internal and external commons areas on college campuses.

When naming considerations arise, the following guidelines will be followed:

- [1] Facilities may be named for individuals, families, organizations, foundations or corporations.
- [2] Proposed name will be finalized before request is approved.
- [3] During the development process, the request shall be treated confidentially; possible naming commitments will be reviewed carefully for full compliance with applicable laws and ethical principles.
- [4] Prior to any donor recognition or naming ceremony, 75% of the gift must be received.

[5] Naming commitments prior to this policy will be honored.

[6] Closure or demolition of a facility or renovation of space may result in the termination of named recognition. Should this occur, an appropriate form of recognition will be provided.

[7] Name may be forfeited if actions of the contributor or named entity call in question the public respect of ACC. If these actions cause the entity to no longer exist, the Board of Trustees may remove the name from the facility or space.

F. Naming/Public Recognition

The college administration may consider and determine appropriate recognition of individuals who have made a significant contribution to ACC. Such recognition may include a variety of means, but may not include designation of facilities or any portion of a college facility in the name of an individual.

Requests to name facilities or a portion of a facility in honor of any individual, in lieu of a financial contribution in accordance with this policy, require the approval of the Board of Trustees. Such determinations will not be considered prior to a one-year period following the individual's last service to the college.

C-9. Sustainable Practices

Value Statements:

- *The Austin Community College District is committed to minimizing its impact on the environment and reducing its dependence on non-renewable energy.*
- *The College seeks to foster environmental awareness by providing educational leadership in energy conservation efforts, efficient energy use, renewable energy, and recycling.*
- *College sustainability practices should be justified by long term cost savings, increased operational efficiencies or enhanced environmental stewardship.*

The College is committed to stewardship of the environment and to reducing its dependence on non-renewable energy sources. With this commitment in mind, College operations district-wide shall:

[1] Incorporate the principles of energy efficiency and sustainability in all capital projects, renovation projects, operations and maintenance within budgetary constraints and programmatic requirements. Sustainability represents the College's meeting the needs of the present without compromising the ability of future generations to meet their own needs.

[2] Minimize the use of non-renewable energy sources by creating a diversified (portfolio) approach to energy use, including the use of local renewable energy as well as conservation measures that reduce energy consumption.

[3] Incorporate and promote transportation alternatives and scheduling practices that reduce the number of individual vehicle trips to and from College facilities.

[4] Track, report and minimize greenhouse gas emissions attributed to College operations.

[5] Minimize the amount of waste sent to landfill which is generated by the College.

[6] Utilize the College's purchasing power to meet its sustainability objectives.

On an annual basis, the President will provide a report to the Board detailing the impact of the College's sustainability efforts on the overall capital program, operating costs, energy use, greenhouse gas emissions, solid waste diversion, environmentally preferable purchasing and transportation practices.

Policy Group D: INSTRUCTIONS

D-1. Statement of Instructional Philosophy

Value Statement:

- *The diverse mission of the community college, and ACC's one-college philosophy, is optimized through articulation of instructional principles which will guide College operations.*

Austin Community College is committed to the belief that in a free and democratic society, all persons should have a continuing opportunity to develop skills and knowledge as well as to enhance their understanding of the responsibilities in that society. The College takes as its guiding educational principle the proposition that, insofar as available resources permit, instruction should be adapted to student needs. This principle requires both flexibility in instructional strategies and maintenance of high academic standards. The implementation of this philosophy implies the following:

[1] Pre-assessment measures, where appropriate, so that students can be advised to enroll in courses at their present skill level, subject to provisions of Board Policy D-4, Assessment, Placement, & Developmental Courses;

[2] Statement of course objectives and standards so that the student is aware of the requirements for successful completion of the course;

[3] Recognition that the responsibility for learning rests with both the student and the instructor; therefore, where appropriate, students may participate with the instructor in planning their progress through a course and in exercising some choice among learning objectives and activities, as determined by the instructor;

[4] Repeated opportunities, where appropriate, for the student to achieve the course objectives;

[5] Use of student evaluations to improve or revise learning objectives and activities;

[6] Substantial consistency of objectives and standards for all sections of the same course, wherever that course may be offered by the College; and

[7] Design of courses appropriate for the diverse backgrounds of community college students.

D-2. Academic Freedom and Responsibility

Value Statements:

- *The concept of academic freedom includes responsibilities for both the institution and its faculty.*
- *Academic freedom is essential to developing and sustaining relevant programs of instruction.*

[1] Institutions of higher education are conducted for the common good. The common good depends upon a free search for truth and its free expression. Hence it is essential that faculty members at Austin Community College be free to pursue scholarly inquiry without unreasonable restriction, and to voice and publish their conclusions without fear of institutional censorship or discipline. They must be free from the possibility that others of differing vision, either inside or outside the college community, may threaten their professional careers.

[2] Opportunity for students to examine and question the pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This right is accompanied by an equally demanding expectation of responsibility on the part of the student.

[3] The concept of academic freedom in Austin Community College is accompanied by an equally demanding concept of responsibility, shared by the Board of Trustees, administration, faculty members, and students.

[4] The essential responsibilities of the Board of Trustees and administrators regarding academic freedom are set forth in the Criteria For Accreditation, adopted by the Southern Association of Colleges and Schools, as updated and revised.

[5] In the classroom or in College-produced telecommunications, faculty members should strive to be accurate, to exercise appropriate restraint, and to show respect for the opinions of others. In addition, instructors should be judicious in the use of material and should introduce only material that has a clear relationship to the subject field.

D-3. Faculty Workloads

Value Statements:

- *The college understands that its faculty resources must be appropriately balanced among the functions of instruction, instructional development and renewal, professional development, and access to students.*
- *ACC will appropriately compensate adjunct faculty for their contributions to strong instructional programs and other services to the institution.*

A. Faculty Duties:

In this and all other Board policies, the term "faculty" does not refer to the adjunct faculty or faculty paid hourly unless specifically indicated.

The College shall maintain a clear delineation of duties for adjunct and full-time faculty. Standard adjunct-faculty duties relate to areas of direct instruction, including needed preparation and grading, and the associated section-specific student consultation. The College shall generally place at least as high a value on such direct instruction as on other faculty work. The College shall usually rely on full-time faculty for further required faculty work, such as subject-area advising, instructional planning, curriculum innovation, program and personnel evaluation, supervision of adjunct faculty, and shared-governance responsibilities. For appropriate liaison or specialized tasks, or when there are not enough full-time faculty in an area, adjunct faculty may be selected to work in these areas.

B. Faculty

[1] The total responsibilities of faculty positions shall require at least 40 hours per week on a full-time basis. Such positions are filled by the faculty appointment process described in Policy F-4. They will typically be on a full-time basis, but the President may establish fractional faculty positions when deemed appropriate, in which case both the salary and all the responsibilities described below are reduced proportionally. Faculty contracts are for a nine-month period, which generally includes Fall and Spring semesters. Faculty have the option of choosing to teach during a summer session, at one-sixth of their nine-month pay.

[2] The workload for faculty will typically include a teaching courseload of 30 lecture equivalent hours (LEH) for an academic year (an average of 15 hours per week), and 5 or 6 additional LEH in a summer semester. Faculty members shall schedule at least five office hours per week for consultation with students, and shall make at least five additional office hours per week available by appointment.

[3] The President shall set equivalency rules for faculty workloads to determine how labs, unusual teaching situations, and other modes of direct student contact will be counted toward this courseload. These rules may also provide that only partial credit is given for sections substantially smaller than the target size for that course.

[4] The President shall specify workload and vacation rules for faculty whose primary responsibilities are other than classroom teaching, such as librarians and counselors with faculty status.

[5] Each faculty member shall be expected to share responsibilities related to the total concerns of the College. Such responsibilities include instructional development, faculty meetings, committee and task-force assignments, registration duties, student advisement, other assigned responsibilities, and appropriate self-directed professional activities. The President may correspondingly reduce courseloads and/or provide stipends to faculty members whose non-teaching assignments substantially exceed the typical amount.

[6] Faculty members who, with appropriate approvals, teach more than a full courseload (with appropriate additional office hours) shall be paid for the excess at adjunct-faculty rates.

[7] Each faculty member shall be consulted prior to the determination of his or her teaching schedule and work assignments; however, the administration shall make work and class assignments as needed.

C. Adjunct Faculty

[1] Adjunct faculty are hired by the College on an as-needed basis for direct instruction. Their course-based compensation, which is proportional to the number of lecture hours taught (or equivalent) will typically include three hours teaching per class, one hour of scheduled office hours for individual consultation with students, and 1.5 hour(s) of class preparation, grading and other duties. Any additional work asked of people serving as adjunct faculty, such as service on official instructional or governance committees, task forces, or councils (including the Adjunct Faculty Council), is not part of the standard adjunct-faculty job and shall be compensated separately.

[2] The President shall ensure that the College's employment of adjunct faculty is not excessive or poorly controlled, and that the College does not usually permit adjunct-faculty workloads in excess of 9 credit hours or 11 LEH per week.

D. Reports

The President shall report to the Board during the annual budget process on the recent and projected pattern of faculty courseloads, including overloads and courseload reductions, and on the recent and projected level of use of adjunct faculty. This report shall describe the process by which courseload reductions are allocated, listing the justifications and the estimated hours of extra work beyond the standard expectation.

D-4. Assessment, Placement, & Developmental Courses

Value Statements:

- *Assisting students in achieving their educational goals requires assessment of students' college readiness, and alignment of appropriate support services.*
- *ACC will be as flexible as accreditation and state regulations allow in assisting students to become college-ready as quickly as possible.*

[1] Continuing auxiliary academic support that addresses the needs of students of different aptitudes, learning styles, life situations, and educational backgrounds shall be made available for all developmental and entry-level courses. The availability of this support shall be taken into account when providing placement advice to students who wish to proceed rapidly.

[2] Assessment, placement, and developmental courses shall be matched to the educational goals and previous educational experience of each student, with opportunities for reassessment.

[3] Assessment, placement, and developmental courses shall concentrate on mastery of the skills and material needed to pass the TASP test or identified as essential by the faculty teaching entry-level credit courses in the degree or certificate program the student wishes to enter.

[4] Within the limits imposed by the least restrictive reasonable interpretation of applicable laws and regulations, ACC shall maximize student choice and flexibility respecting mandatory remediation and the TASP tests. When required, mandatory remediation shall be provided in a form that matches the pace at which the student can successfully participate.

[5] Students shall not be involuntarily removed from college-credit courses due to their performance in developmental courses as long as they are still willing to participate in a remedial program at the level required by THECB regulations.

D-5. Sabbatical Leave

Value Statement:

- *Providing faculty and staffing table employees substantial professional development activities, which strengthen their contributions to achievement of the College's mission, is a responsibility that will be embraced by the College.*

Each year, the College President may, upon the recommendation of the Sabbatical Review Committee, grant sabbatical leaves to staffing-table employees, provided that employees granted such leaves:

[1] comprise no more than 2% of their employee category, and

[2] agree to return to the College for a period at least as long as the leave period, or to repay all money they were paid by the College while on leave.

After a sabbatical has been taken, uninterrupted service following that sabbatical must be at least six times the length of that sabbatical before another sabbatical can be taken.

Faculty and staff members may be granted sabbaticals of up to one year at full pay. The pay rate shall be reduced if needed to keep total compensation from all sources during the sabbatical from exceeding the employee's base ACC salary.

D-6. Employment of Adjunct Faculty

Value Statements:

- *Adjunct faculty are valuable resources to ACC, will be effectively integrated into the core functions of the institution, and will be appropriately compensated.*
- *While the full-time faculty remains responsible for the content and learning objectives of the curriculum, adjunct faculty are encouraged to participate in instructional meetings and will have representation in departmental voting.*

While faculty whom the College employs on a multi-year basis and who have additional mandatory non-instructional duties (referred to in this policy as full-time faculty) have the central role in organizing and delivering its instruction, adjunct faculty also provide essential services in most instructional areas. Among other benefits, employment of adjunct faculty permits the College to schedule flexibly, to provide students direct access to working professionals in the fields they wish to enter, to refresh the instructional dialog with new perspectives, and to achieve for each area an appropriate balance of overall faculty effort between direct instruction and other needed faculty work.

However, care is required for the best employment of adjunct faculty. The President shall maintain systems that ensure that use of adjunct faculty by the College meets community standards for responsible employment and that it does not result in diminished or uneven instructional effectiveness or violation of accreditation criteria.

Accordingly:

[1] **priority of instructional effectiveness:** The foremost consideration in hiring and scheduling all faculty shall be to ensure that instruction systematically meets high standards for effectiveness both in imparting needed skills and in successful student completion of programs.

[2] **evaluation:** Adjunct-faculty evaluation, which shall be coordinated by task forces and/or program coordinators in the discipline, should be multi-faceted, based on published criteria, include appropriate observation, and determine whether the course syllabus and the skill levels covered by tests match the standards established for the course. Adjunct faculty shall be promptly and fully informed of the results of their evaluations, which shall be used to develop plans for improvement of performance where needed.

[3] **appropriate balance of adjunct and full-time faculty:** The President shall develop and implement plans, subject to Board approval, to hire the number of full-time faculty required to ensure quality, provide needed academic support activities throughout each area, and meet accreditation criteria, and shall make rules to limit use of adjunct faculty to a level that does not jeopardize these goals.

[4] **assignment of adjunct sections:** Consistent and comprehensive effectiveness in serving student needs will require, in addition to specific individual teaching skills, connection of the College to all parts of its diverse community and predictability of employment for successful adjuncts. Adjunct sections shall be assigned so as to [a] provide a controlled but sustained influx of new people into each area of substantial adjunct-faculty use, [b] make extensive use of multiple-semester appointments for adjunct faculty, and [c] make best use of individual adjuncts in light of the skills revealed by evaluation and supervisory observation; an annual report on the performance of the College in these areas shall be made to the Board. Adjunct faculty shall

not be scheduled for workloads that are excessive in combination with their other commitments at the College and elsewhere. Individual adjunct-faculty preferences as to location and time of work shall be accommodated as much as is consistent with College and student needs. The principles used to guide the process of scheduling adjunct faculty shall be clearly stated.

[5] **adjunct-faculty compensation:** The initial placement of an adjunct faculty shall be compensated at no less than a rate of 68.75% of the full-time faculty rate per lecture hour equivalent using the same education and experience criteria. It is a goal of the College that adjunct faculty whose total work for ACC equals half-time or more annually have adequate health-insurance benefits; the President shall, in each budget, provide a plan to implement this goal.

[6] **professional development:** The College shall encourage professional development for adjunct faculty. Such professional development, which may be mandated and be an element in the adjunct-faculty compensation scales, shall be appropriate to the teaching tasks and prior professional competence of adjunct faculty members.

[7] **new faculty:** Special systems for effective orientation and supervision of new faculty shall be maintained, including immediate course evaluations whenever a faculty member has not previously taught a particular course at the College. People applying to work as adjunct faculty who may consider ACC as a potential source of full-time faculty employment shall be frankly informed of the small number of full-time faculty openings at the College and of the large number of applicants from inside and outside the College for such positions. ACC adjuncts who do apply for full-time faculty jobs shall be given equitable consideration, with the quality of their performance as adjunct faculty considered in the hiring decision process.

[8] **access to instructors:** The College shall provide operational support, including voice and electronic mail, sufficient to ensure good student access to adjunct faculty as well as good communication between adjunct faculty and their supervisors. The College shall also decide its schedule early enough that adjunct-faculty names are generally available to students by the beginning of registration.

[9] **integration into the College:** Each adjunct faculty member shall be provided a contact person in the teaching faculty in his or her discipline to provide needed consultation and assistance. Adjunct faculty shall also be informed in writing of who has primary responsibility for their evaluation, to whom they should refer students who have unresolved complaints about their class, to whom they should direct requests and questions about their scheduling, and how they should handle the provision of a substitute if they are unable to meet a class session due to illness or other causes.

[10] **community/industry connection:** The College shall use the connections of adjunct faculty with their other employers and/ or community activities to enrich and improve services to students.

[11] **diversity:** ACC values diversity in its adjunct faculty. The hiring and retention of adjunct faculty shall be subject to all provisions of policy F-1, Equal Employment Opportunity / Affirmative Action. The College must establish programs to actively seek out and recruit minority candidates for adjunct-faculty positions. ACC employees must avoid practices that tend to exclude consideration of minority candidates for adjunct-faculty positions.

Policy Group E: PLANNING AND EVALUATION

E-1. Master Planning

Value Statements:

- *The development and periodic review of a Master Plan will be used to guide College Operations.*
- *Board Policies and intended outcomes will be aligned with Master Plan Priority Statements and Presidential Priorities.*

The President shall develop, for annual review and approval by the Board of Trustees, a comprehensive Master Plan that encompasses the needs of the entire institution with specific attention given to instructional programs, support services, capital equipment/technology, facilities, staffing, and, financial planning that leads the College toward achievement of its mission/vision. The Master Plan should be guided by institutional master planning priorities which are reviewed annually and which include the president's priorities as established by the Board. The Master Plan shall be based upon determinations of current and future community needs and upon responsible utilization of fiscal, physical, and human resources. The Board

policies on Intended Results and Mission of the College shall be used as the foundation for the College's master planning priorities.

A. Principles:

The Master Plan, and the process used to develop it, shall adhere to the following planning principles:

[1] The main focus of ACC's planning shall be to ensure that the activities of the College match community needs and are effective in enabling students, local employers, and the community sectors to reach their declared educational goals efficiently. Care must be taken in the planning process to ensure that new initiatives and current activities both have adequate, equitably-distributed resources.

[2] The accessibility of ACC to students who have limited educational options must be a pervasive concern in all College planning. Since any ineffective use of resources may directly lead to higher student tuition rates, the College must operate with exemplary efficiency to maximize student access and success and to avoid abuse of ACC's state and local tax subsidies.

[3] The College shall provide efficiently-delivered high-quality instruction that closely matches student and community needs and enables rapid student progress to competence in their chosen fields. The College shall minimize requirements that are not essential to meet a student's declared educational goals. The College shall systematically provide the support needed for sustained high-quality instruction that develops the work habits and problem-solving skills needed for successful employment and educational advancement.

[4] The planning process shall ensure compliance of College operations with Board policies and accreditation principles.

[5] Institutional research must be an integral part of the College's planning and evaluation processes, and there must be a clear linkage between planning, budgeting, evaluation, and assessment. The Master Plan must incorporate performance measures for and provide evidence of program and institutional improvement based on the results of assessment.

[6] The Planning process shall include recommendations from the organizational units, faculty, and staff.

[7] The planning process shall be open, with public access provided to the information on which plans are based and to the recommendations made at each stage of the planning process.

[8] As part of the planning process, the administration shall identify potential instructional programs with substantial enrollment at other local institutions that are not offered at ACC but are within its legal scope.

B. Board Role

During the annual updating of the Master Plan, the Board shall, after considering planning information and recommendations provided by the administration, adopt a set of master planning priorities, including those listed here, stating the elements it wishes to emphasize.

[1] For programs in which local tuition/fees and state-reimbursement revenues cover overall costs (including indirect, facility, and capital costs), the extent of program offerings shall be determined primarily by student demand. Programs requiring significant subsidy shall be offered in accordance with a community-priorities declaration, which shall be based on consideration of local workforce and higher-education needs, and adopted by the Board.

[2] The Board will, in response to Presidential recommendations based on policy F-10, adopt specific compensation goals as part of its update of the Master Plan. During that review, the Board shall be provided information comparing College compensation rates to those typical of both the primary comparison groups and various other groups of employers that might be considered relevant. Information shall also be provided comparing the workloads and compensation of full-time and adjunct faculty at the College.

E-2. Provision of College Facilities

Value Statements:

- *Facilities planning will be integrated into the College Master Plan, to ensure alignment with college initiatives and operations.*

- *College is committed to ensuring that planning for construction, adequate operational support, maintenance, and capital improvements is integrated into resource planning and allocation.*

The President, in the context of a multi-year facilities plan updated and submitted for Board approval annually as part of the Master Plan called for in Policy E-1, shall ensure that facilities are provided and allocated to support effective instruction, reflect community needs and declared College priorities, and maximize long-term economic value.

[1] Facilities planning and allocation shall be driven by regional growth, economic considerations and responsiveness to the educational needs of students and of College employees engaged in providing services to students, who shall be consulted extensively during planning for facilities they will use. In addition to full provision for needed classrooms, laboratories, and learning resources, adequate space shall be provided for faculty offices, student activities, and administrative functions.

[2] The facilities plan shall discuss the extent of unsatisfied demand due to facilities limitations, especially when related to programs or functions previously identified as College priorities, and any geographic demand/supply imbalances.

[3] Facilities shall be built and maintained to give good long-term economic value. Care shall be taken to avoid practices (e.g., short-lived components, undersized classrooms) in which reduced initial construction costs are more than offset by increased operational costs. The facilities plan shall describe methods and plans to ensure that use of College space is highly efficient.

[4] The College shall develop analyses, based mainly on data from exemplary comparable institutions, to estimate the amount, type, and distribution of facilities appropriate for current and projected enrollments, program mix, and staffing levels.

[5] As part of the annual facilities plan, the Board shall be provided a report updating these analyses, comparing current College facilities usage with desired patterns, and recommending priorities for facilities development.

[6] The administration shall provide reasonable estimates, suitable for use in economic analyses of programs, of the typical annual costs of the various types of facility space used in College operations, including both operating costs and appropriate amortization of capital costs.

[7] College facilities development and renovation activities shall be conducted to respect other community priorities, including environmental protection in the City of Austin's desired development zone, and similar policies in other jurisdictions in which College facilities are located.

[8] Fundraising for facilities by the College and/or in conjunction with the ACC Foundation shall be for projects including maintenance and renovations that have received Board approval. Board approval is required to name facilities.

E-3. Organizational Performance Evaluation/Auditing

Value Statements:

- *Austin Community College is committed to the effective use and evaluation of college resources to maximize achievement of the College's mission.*
- *The input of constituencies is a valued part of evaluating College programs and services. The governing board will oversee external auditing services to ensure effective use of public resources.*

The President shall ensure that all units of the College are evaluated annually by faculty, staff, and students for effectiveness, efficiency, and policy compliance. The administration shall consider suggestions from faculty, staff and students regarding evaluation format and content. The administration shall publish a report summarizing its analysis of current performance, any improvements it plans, and the feedback it received. The administration shall also provide the Board summaries of the status of activities designed to address any weaknesses previously identified by either this system or by the external auditors, and a list of any atypical major College practices or conditions, with either justifications to retain them or plans for improvement.

The Board shall engage external auditors to conduct the annual financial audit and to perform such other services as may be deemed appropriate by the Board in furtherance of Policy B-6, Monitoring Policy Compliance. The external auditors report directly to the Board of Trustees. The annual financial audit and management letter shall be sent directly by the external auditors to each Trustee as soon as it is completed, with a copy to the President. If completion takes place during the time that the college is not open for business, the materials shall be sent by the External Auditors to each Trustee and the President at their home addresses. Such auditors shall have complete access to any institutional records or information they deem needed

for their work. The auditors shall report to the Board any significant inappropriate practices they detect in College activities. The same firm will not be chosen as auditors for more than 5 out of any 10 years.

The Internal Auditor shall provide a quarterly report to the Board of Trustees.

The annual work plan of the Internal Auditor shall be developed by the President in consultation with the Board of Trustees. The President shall provide to the Board a copy of the annual work plan of the Internal Auditor and any other additions in a timely manner.

Trustees with suggestions of activities for review by the Internal Auditor shall provide such suggestions to the College President. The President shall consider all activities suggested by Board members and assign them to the Internal Auditor or to appropriate staff of the College, including the President, or provide a report to the Board providing reasons why the activity is inappropriate for review by a College staff member. The Board of Trustees may assign any such suggested activities to the External Auditor.

E-4. Review of Instructional Programs

Value Statements:

- *Diversity of instructional programs, as directed by State mandate, will respond to multiple needs within the College's Service Area.*
- *The challenge of providing programs which balance the needs of a diverse community within the realities of limited college resources will be taken seriously.*

The President shall implement a comprehensive system that reviews the effectiveness and efficiency of instructional programs in light of the College's mission according to an announced schedule. The purpose of such reviews is to systematically and regularly gather and analyze both qualitative and quantitative data in order to facilitate the continuous improvement of each program, to guide resource allocation, and to assist the administration and Board in making decisions about programs.

Program reviews shall include the following analyses, as well as any further information needed to meet accreditation or regulatory requirements:

- [a] relevance of the program to College mission and intended outcomes as declared by policy,
- [b] responsiveness to community needs and satisfaction of community demand,
- [c] accessibility to students, with identification of unnecessary barriers,
- [d] student outcomes, including participation and successful-completion rates
- [e] measures of program quality and educational value added,
- [f] adequacy of program resources and efficiency of resource use,
- [g] comparison of program performance, price, and enrollment with that of alternate local suppliers, and
- [h] direct and indirect program-related revenues and costs to the College.

Based on the above analyses, the President shall provide a summary recommendation on program status to the Board, whose approval is required to initiate or discontinue a program, to substantially change its scope, or to change it between college-credit and non-college-credit status. Such approvals shall be primarily based on the extent to which the recommendation is found to be consistent with principles and goals established by policy, and the Board will update and clarify its policies as needed so that they provide a predictable and consistent basis for such decisions.

Copies of reports on program reviews shall be provided to the Board, faculty, and interested community members.

E-5. Resource Development

Value Statement:

- *The College will actively pursue and secure external funding from multiple sources in order to advance ACC institutional priorities.*

The College shall maintain an effective, multi-faceted system of resource development in support of its mission. Resource-development agreements require Board approval if they require substantial supporting resources from College funds, are conditional on a specific benefit to the donor, or would limit a section of the College to an exclusive vendor.

The Austin Community College Foundation is recognized as a private organization that exists to further the mission of the College. The best interests of the College are thus served by providing appropriate resources and cooperation to the Foundation, on the condition that the activities of the Foundation are conducted in accord with the terms of its Memorandum of Agreement with the College, with its resources used solely to benefit the College and its students. Changes in the Memorandum of Agreement require the approval of both Boards.

An annual report shall be provided to the Board on the nature and results of College resource-development activities. This report shall include comparisons to the performance of other institutions and shall set targets for following years.

Policy Group F: PERSONNEL

F-1. Equal Employment Opportunity / Affirmative Action

Value Statements:

- *Diversity within the student body and workforce is highly valued as a goal to be achieved by the College.*
- *A safe environment shall be provided for all students, faculty, and staff.*

The Austin Community College District is an equal employment opportunity / affirmative action employer. Discrimination on any ground listed in Policy F-2 (B) will not be tolerated.

As an equal employment opportunity employer, the College shall employ personnel in full compliance with existing laws. Qualification guidelines for all positions shall be published by the Office of Human Resources, and shall be applied consistently and fairly to all applicants. "Qualified" is defined as having the requisite education, training, and/or skills required of the position as defined in the approved job posting and job description.

The College shall actively seek to increase the number of minority personnel through affirmative actions. Procedures for advertising vacancies, recruitment, hiring, promotion, compensation, benefits, resolution of grievance, and separations from the College shall be monitored by the College's Equal Employment Opportunity / Affirmative Action Officer. The President shall appoint an Affirmative Action Officer who shall be responsible for developing, implementing and communicating the Equal Employment Opportunity Program

The Board of Trustees shall receive an annual report on the District's employment profile and the Equal Employment Opportunity Program.

F-2. Ensuring A Workplace Free From Harassment

Value Statements:

- *ACC's teaching, learning, and working environment is optimized when conditions are professional and safe from discriminatory or intimidating behavior.*
- *ACC will have high standards for professional behavior, and will act quickly to review and appropriately resolve allegations of harassment or other unprofessional behavior.*

A. Harassment

The College is committed to providing a workplace free of sexual harassment as well as harassment based on such factors as race, color, religion, national origin, ancestry, age, gender, sexual orientation, medical condition, marital status, disability or veteran status by any person, student, applicant, vendor, or contractor. Harassment includes verbal, physical and visual conduct that creates an intimidating, offensive, or hostile working environment that interferes with work performance. Examples of sexual harassment include sexual advances and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or

academic credit or interferes with a person's performance. Racial slurs, ethnic jokes, obscene gestures, posting of offensive statements, posters or cartoons; or other similar conduct based on race are examples of prohibited racial harassment.

B. Forbidden Grounds For Discrimination

Discrimination is forbidden. The College strongly disapproves of and will not tolerate discrimination against any employee or applicant. Access to ACC's programs and activities shall not be limited based on race, color, national origin, religion, marital status, ancestry, age, sex, sexual orientation, veteran status, political affiliation or disability.

C. Prohibited Actions

It is the policy of the College that any practice or behavior that constitutes such harassment or discrimination is strictly forbidden and may be subject to disciplinary action. Special attention shall be placed on the prevention of sexual and racial harassment, and on the prevention of abuse of positions of authority. Employees may not supervise or participate in the hiring of or any personnel decision concerning anyone with whom they have a sexual relationship.

D. Notification Of Rights And Remedies

Employees, students, and applicants shall be given copies of this policy and a written description of how to make inquiries or file complaints on this topic, including how to communicate with the administrator designated by the College President to coordinate compliance with this policy and anti-discrimination laws such as Title VII of the Civil Rights Act of 1964, as amended and Title IX of the Education Act of 1972, as amended. Copies of this policy and instructions for contacting the compliance Officer shall be prominently posted throughout the College.

E. Complaints Of Harassment Or Discrimination

A person who feels that he or she has been harassed or discriminated against in College-related activities on a basis forbidden by law or policy should promptly report the situation to the designated Affirmative Action Officer, or alternatively to a counselor, supervisor or administrator, who shall report the complaint in writing to the Affirmative Action Officer.

Each complaint filed shall be taken seriously and investigated promptly, impartially, and with due respect for confidentiality. Employees are expected to fully cooperate with any internal investigation. The President shall specify an internal appeals process, and a written description of it shall be provided to all parties to a complaint.

Regardless of the outcome of the investigation, retaliation is prohibited for filing a complaint, for bringing possibly-inappropriate conduct to the College's attention, or for assisting in a complaint investigation.

F. Consequences Of Violations

Any employee or student, regardless of gender or race, found to have engaged in conduct prohibited by this policy (or by rules adopted by the President in furtherance of the goals of this policy) shall be subject to disciplinary action, up to and including dismissal. Also, any person or business found in violation of these rules may be forbidden from entering College property or conducting business with the College.

F-3. Employee Recruitment

Value Statements:

- *The quality of faculty and staff significantly impacts student success and the success of the College.*
- *ACC will have strong employment outreach strategies to attract the best applicants for positions.*

The College shall maintain a program of active employee recruitment that provides timely notice of employment opportunities to as broad and diverse a pool of well-qualified potential employees as feasible. To maximize faculty-position applications, the College should usually make offers for faculty positions before most college faculty have been asked to commit themselves to continue at their current institutions.

The President shall provide an annual report to the Board on the nature and results of the College's recruitment efforts. This report shall identify the recruitment resources utilized, the outcome of the recruitment efforts, and identify any discipline areas

in which recruitment efforts did not achieve the desired pool of applicants. The report shall summarize plans to address such deficiencies. The report shall include personnel data on the individuals hired (including gender, ethnicity, and prior experience) and an analysis of the qualified applicant pool. The report shall also include a recruitment plan by discipline, identifying resources, and a timetable for the next academic year.

F-4. Faculty Appointments

Value Statement:

- *ACC values its responsibility to: successfully integrate new faculty into College operations; ensure the effectiveness of teaching; remediate any deficiencies in the performance of faculty duties, and provide appropriate employment security to faculty who meet the performance expectations of the College.*

1) **Initial appointments:** Faculty members shall initially receive a one-year appointment. Subsequent reappointments granted upon favorable evaluation shall be for one year until the faculty member has at least three years of service and two consecutive favorable evaluations, in which case a three-year appointment shall be granted.

(2) **Multi-year appointments:** Any faculty member who has already received a three-year appointment shall, in each year a favorable annual evaluation is received, be given a new appointment for the following three-year period.

(3) **Employment termination:** During the term of an appointment, the employment of a faculty member may not be terminated by the College except for immediate cause as defined in Policy F-8.

(4) **Evaluation:** The President shall maintain administrative rules that specify how and by whom evaluations of faculty are to be conducted, what level of performance is required for an evaluation to be considered favorable in the context of this policy, and how evaluations may be appealed. The appeal process shall be constructed so as to meet any legal requirements for notice and hearings.

(5) **Probation:** A faculty member is on probation if he or she has a one-year appointment (initial probation) or if his or her most recent annual evaluation was less than favorable (performance probation). If a faculty member receives a less than favorable annual evaluation while on probation, the College may terminate the employment of the faculty member at the end of his or her current appointment without further evaluation.

(6) **Rehiring:** If a person is rehired as a faculty member at the College within 5 years of leaving such a position, he or she resumes the appointment status held prior to leaving faculty status.

F-5. Employee Placement/Advancement

Value Statement:

- *ACC recognizes that teaching experience enhances student learning, and will appropriately recognize and compensate faculty for their professional experience.*
- *To ensure market competitive salaries, the compensation program will determine salaries based upon a placement system that recognizes the education and work experiences of employees.*
- *As an educational institution, advanced education and lifelong learning are valued, encouraged, and supported.*

[1] Faculty shall be compensated appropriate to their experience and level of education. Thus, the President shall establish rules so that:

[a] New faculty will receive one step credit for each year of relevant full-time experience, with a maximum of 10 steps awarded at initial placement.

[b] Continuing faculty will advance one step for each year of completed full-time experience.

[c] The President may set equivalence rules by which:

1. Part-time experience may contribute to initial step placement.

2. A portion of relevant work experience may be counted towards increasing the initial education-level equivalent.

[2] Non-faculty regular employees shall be placed, as shown in the staffing table, in a salary grade appropriate to their position and market-based compensation levels, and at a salary appropriate to their education and experience. Accordingly, for such employees:

[a] Initial placement credit for each full-time-equivalent year of relevant previous paid work experience above the minimum requirements for their current job shall be no less than; the minimum of the salary range and no more than the midpoint of the salary range for the appropriate grade level.

[b] Employees advance within the salary range of their salary grade based upon any Board approved annual increase.

[3] Board approval, preferably as part of the budget process, is required for changes in administrative rules on placement if they would change costs by more than \$100,000/year.

F-6. Staffing

Value Statement:

- *The President will propose adequate staffing resources to achieve the mission of the College.*

[1] The President shall, as part of the budget process, publish a list of proposed positions giving the planned distribution of long-term positions for the year, with identification of administrative positions and of any changes from the previous year. This list shall provide information on positions but not names. Board approval for changes in this list table is required when specified by policy. The President shall provide Board members a description and justification of significant staffing-table changes prior to public announcement of them.

[2] Board approval is required to increase the annual rate of total expense for administrative positions by more than \$100,000/year beyond the budgeted amount. Moreover, consultation with and prior approval by the Board is required for any increase in administrative positions at or above the level of Vice-President.

[3] Hiring of employees, placement of individual employees on pay scales, and assignment of individuals to positions shall be done by the College administration and do not require Board approval.

[4] Neither the staffing table nor appointment to a staffing table position is a contract between the College and any particular employee. Employment contracts may be issued only when specifically approved by the Board or authorized by Board policy.

F-7. Personnel Performance Evaluation

Value Statements:

- *Achieving the College's mission requires high-performing individuals and teams.*
- *Broad-based performance evaluation processes are important tools to ensure that all employees are evaluated. These processes will also provide formal and informal ways to share satisfaction and/or to offer improvement suggestions for College personnel and services.*

The College's evaluation systems shall reflect commitment to effective, efficient institutional performance and to fair, respectful treatment of employees. The President thus shall ensure that:

[1] College evaluation processes are not arbitrary or perfunctory, and evaluations are based on the expectation of a high level of performance in each area of responsibility. The primary criteria for evaluation shall be effectiveness in: [a] discharging assigned duties, [b] enabling the effectiveness of others in support of College goals, and [c] complying with College policy and rules.

[2] All individual employees are given information at least once per year about how their performance is evaluated by their supervisors, by those they serve, and (on a confidential basis) by any people they supervise. Their final performance evaluation is based on their quality of work as judged by their supervisor(s).

[3] Evaluations include assessment of the contributions to College effectiveness made through self-directed professional activities and through eliciting and supporting such activities by others.

[4] The fundamental responsibilities of faculty members as teachers and learned persons include the maintenance of professional competence, the validation of course objectives, and the demonstration of teaching effectiveness by enabling students to learn in accordance with those stated objectives.

F-8. Due Process For Employees

Value Statement:

- *ACC will be a responsible employer by treating employees fairly and respectfully, measuring performance, and appropriately addressing deficiencies.*

Austin Community College supports good employee relations and harmonious working conditions. To attain such goals, the College shall maintain fair and expeditious procedures to resolve grievances.

The College's systems for employment decisions shall normally provide opportunities for experienced employees to correct perceived performance deficiencies or to find new employment in an orderly manner, but shall enable the College to act immediately when necessary. Accordingly:

[1] Immediate Termination: The employment of any person may be terminated by the President without further compensation, regardless of employment status, for good cause for immediate termination as interpreted under Texas law.

[2] Faculty: Other than to address a substantial reduction in need for faculty in an instructional area (and then with at least 180 days notice before the end of a fiscal year), or for good cause for immediate termination as defined above, the employment of faculty members shall not be terminated during the term of an appointment made under the provisions of Policy F-4 on Faculty Appointments.

[3] Non-Faculty Staffing Table Employees: Non-faculty employees serving in positions that are in the current Staffing Table published by the President in accordance with Policy F-6 may have their employment terminated without further compensation either for good cause for immediate termination as defined above or under one or more of the following conditions:

[a] at will during the first 180 days at the College as a staffing-table employee.

[b] after having been placed on probation and having failed to attain, within 90 days, a level of performance satisfactory to the College in the areas named in the probation notice.

[c] as part of a reduction in force in an area or a change in the type of work skills needed. In such a case, at least 90 days notice shall be provided except when the change is in response to a serious financial emergency.

[d] after 120 days notice from the President, for employees in positions specified as managerial or administrative in the staffing table; no probationary process is required in such cases.

[4] Other employees: The employment of other College employees may be terminated at will or, where applicable, in accordance with the terms of their contracts or appointments.

[5] Notice: A person whose College employment is being considered for termination shall be given advance notice.

[6] Scope of Policy: These due-process provisions apply to reductions in base compensation but not to the reassignment of duties; the President may assign any College employee to new duties at any time.

F-10. Employee Compensation

Value Statements:

- *Market competitive compensation for all employees is critical in attracting and retaining a quality workforce.*
- *Compensation market surveys will be used by the College to ensure competitive salaries and internal equity.*

Principles:

ACC intends to (1) attract and retain a workforce with sustained high effectiveness in meeting student needs, (2) act as an ethical and responsible employer, (3) develop and maintain a fair and competitive salary structure and (4) make efficient use of student and public funds for compensation administration.

A compensation administration plan will be developed as a means of managing payroll costs and salary expenditures and shall be included in the annual proposed operating budget developed by the College administration. The President shall accordingly, consistent with fiscal constraints and meeting the College's multiple needs, develop plans and proposals to meet the following goals:

[1] Ensure an adequate staffing level to meet the mission and goals of the College by employing regular staff and minimizing reliance on part-time, temporary or hourly employees.

[2] Maintain a compensation program of competitive salaries and benefits that ensures fair pay for the employees' contributions to the College mission, with no employee paid less than the community-accepted level of a "living wage".

[3] Compensation survey data pertaining to an employee group will be shared with the appropriate employee association. The administration will seek to reach consensus with the employee association on the compensation plan that is included in the proposed operating budget prior to presentation of the budget to the Board. The employee associations shall have the opportunity to provide comments on their proposed compensation plan(s) to the Board at least one month prior to adoption of the budget.

[4] For each employee classification the administration shall ensure market competitive salaries as follows:

- **For non-faculty employees** (classified, professional-technical and administrators), the relevant competitive market shall be the non-faculty classifications of similar positions with similar job descriptions of the Texas metropolitan community colleges and the local market.

Actual ACC salaries will be compared to average salaries in the current market. The administration will establish priorities for salary range and/or salary adjustments as needed for salary alignment within the pay grades. Any proposed range or salary adjustments will be included in the proposed budget submitted to the Board.

The administration will obtain non-faculty survey information from the College and University Personnel Association (CUPA), the Austin area salary survey and other relevant surveys to be included in the market survey results.

- The non-faculty employees' compensation survey shall be conducted in the odd years. In the non-survey years, non-faculty employees' salaries shall be adjusted to reflect an annual adjustment as approved by the Board. The adjustments shall take into account the cost-of-living and other economic factors and be included in the proposed operating budget.
- **For full-time faculty positions**, the relevant market shall be full-time faculty with equivalent experience and education at the Texas metropolitan community colleges. The metropolitan community colleges include: Alamo Community College, Collin County Community College, Dallas County Community College, El Paso Community College, Houston Community College System, Lone Star College System, San Jacinto College and Tarrant County College Districts.

The Texas Community College Teachers Association (TCCTA) Full-Time Faculty Survey shall be used to determine market salaries. The methodology to determine market competitive salaries shall be the comparison of each college's actual salaries paid to full-time faculty assuming a nine-month contract. At the bachelor's, master's and doctorate degree levels, the minimum

and maximum shall be ranked from the highest to lowest salary among the Texas metropolitan community colleges. Based upon analysis of the survey data, the compensation of full-time faculty at each level shall be established in the top three of the Texas metropolitan community colleges. The full-time faculty compensation survey shall be conducted annually.

- **For adjunct faculty** the relevant comparison market shall be the ACC Full-Time Faculty salary scale at the bachelor's, master's and doctorate degree levels. The methodology to determine market competitive salaries shall be to conduct the annual full-time faculty salary survey in compliance with the Board policy and then, to determine the minimum adjunct faculty LEH rate at the bachelor's, master's and doctorate level. The lowest minimum LEH rate shall reflect no less than 68.75% of the comparable full-time faculty rate at the same education and experience level.

For the board approved annual adjustment adjunct faculty will be adjusted a proportion of the Board approved annual adjustment based upon the total amount of LEH taught the year prior to the Board approved adjustment. If the Board approves an annual adjustment less or more than the proportional adjustment, the total combined salary adjustment shall not exceed the total percent annual adjustment approved by the Board.

[5] The administration shall adjust employee salaries as approved by the Board.

[6] As part of the annual operating budget process, the proposed budget shall reflect the salary scales that reflect the above principles and include projections for annual-adjustments taking into account the cost-of-living and other economic factors, market adjustments, changes in staffing levels and identify any major changes in compensation administration that impact the budget. Board approval of salary scales and rules shall be based primarily on the extent to which the President's recommendation is consistent with the provisions of Board policy and planning directives.

[7] Compensation rates and proposed changes in them are to be publicly announced and shall normally be implemented as part of the budget process. Compensation changes at other times shall be made only in cases of documented urgent need approved by the President, after informing the employee associations and considering their comments. Changes require specific Board approval if the action increases a person's compensation rate by 10% or more or if the cumulative unapproved changes to the budget during the year would exceed \$10,000/month.

[8] When a budget falls short of meeting the goals of this policy, the budget shall allocate between 4% and 6% of projected annual revenues for market level adjustments, an annual adjustment, experience adjustments, stipends, and awards.

[9] An appropriate relationship shall be maintained between the compensation packages of executives and senior administrators and the compensation for other classes of employees. Any compensation increase in excess of the average percentage increase for other employees for an employee serving as a College administrative officer requires specific Board approval.

[10] Under extraordinary circumstances, the President may propose a budget which falls short of meeting the goals of this policy. While revenues and expenditures may fluctuate annually, the President shall strive to allocate sufficient funds for market-level adjustments and an annual adjustment.

F-11. Conflicts of Interest

The College President shall establish and enforce rules to keep college resources from being inappropriately used for personal gain. The rules shall forbid, in addition to activities forbidden by law, at least these activities:

[1] the acceptance of significant personal gifts from College vendors.

[2] participation of authors in decisions about adoption of their textbooks by the College.

[3] employment of a person under the supervisory jurisdiction of a close relative.

[4] the provision of college business to College staffing-table employees or Trustees, or to their immediate family members. Provision of College business to firms in which such people have a substantial interest (as defined by Chapter 171 of the Texas Local Government Code) shall also be forbidden except when the President finds a compelling benefit for the College and the staffing-table employee or Trustee publicly recuses themselves from the decision.

[5] significant use of College facilities, resources, or duty time for activities for which an employee is paid by anyone other than the College, except when such activities have been approved in writing by an authorized supervisor and appropriate compensation is made to the College.

[6] acceptance of compensation for referring students to vendors.

[7] resale of materials (e.g., textbooks) provided due to an employee's role at the College.

The rules shall also establish procedures by which College officers, and other employees when designated by the President, shall report any outside employment or paid consulting work.

The President shall annually report to the Board a summary of enforcement activities associated with this policy.

Policy Group G: DISTRICT FINANCES

G-1. College Budget

Value Statement:

- *The College will budget limited public funds in an effective manner which is aligned with the mission of the College.*

The President shall, no later than the end of May each year, develop and submit to the Board and for public review a proposed comprehensive annual budget, with the intent to have an adopted budget by the first Board meeting in July, such that it:

1. Demonstrates compliance with all existing budget-related policy provisions and with debt obligations.
2. Describes all expected fiscal activity of the District in an integrated form consistent with generally accepted accounting practices, showing what values are predicted for the main financial statements for the budget year based on the proposed budget targets and the most recent estimates for current-year performance.
3. Provides adequate support for the educational programs of the College, based on efficient operation of both direct and support services.
4. Distributes resources primarily on objective criteria based on student enrollment and program needs, and provides a justification or plan for correction of any substantial disparities in the resources supplied to serve students in similar programs at different campuses.
5. Budgets revenues and expenses for each category listed in the budget summary based on actual expected performance, with comparisons to both budget and current estimates for the previous year. When there is substantial uncertainty about performance in an area, the associated budget projection should be moderately conservative; in such cases, the administration should describe its targets for the area and the budget effects of the range of plausible outcomes.
6. Budgets total revenue from recurring sources at least equal to total budgeted expense, including appropriate capital-asset depreciation, except that transient revenue shortfalls due to annexation may be funded from reserves, and the amount funded from reserves restored upon receipt of tax revenues from the annexation. Nonrecurring expenses may be budgeted to be funded from prior-year surpluses to the extent that the ratio of net assets to total expenses exceeds the standard declared in the current master plan (or the prior-five-year average if no standard has been declared).
7. Budgets appropriate capital-equipment purchases and facilities development for the year, consistent with a multi-year master plan developed in compliance with policy E-1 on Master Planning, in amounts at least equal to projected depreciation.
8. Provides a recent history and (to the extent feasible) a three-year plan for tuition/fee levels, enrollment, overall revenues and expenses, principal and interest payments, capital-asset expenditures, net-asset levels, and minimum unrestricted-cash levels, with a description of planning assumptions and significant changes.

When deemed appropriate by the administration, capital items in an annual budget may be purchased during the period after budget approval but prior to the start of the fiscal year.

The President shall inform the Board whenever the actual performance of the College differs significantly from the approved budget, and shall propose corrective budget amendments if projected performance differs from the budget target for increase in net assets by more than ½% of total revenues.

The President shall provide the Board a monthly financial report detailing year-to-date expenditures and revenues against the budget and a monthly revised fiscal-year projection of revenues, expenses, capital transactions, and cash levels. The external auditor shall annually review the availability of timely data under the reporting system and make any recommendations to the President and Board of any improvement in the monthly reporting system that may be necessary. The format of monthly statements shall include reports that match that of the annual budget and the audited annual statement to the extent feasible.

G-2. Purchasing

Value Statements:

- *Public funds will be expended in an efficient, effective, equitable, and ethically responsible manner.*
- *Goods and services needed by the College will be purchased in an efficient and effective manner.*

A. General Objectives

[1] To support the instructional mission of the College by procuring in a timely manner the specific equipment, services, and materials needed for effective College operations.

[2] To secure work and materials at the best value for the College.

[3] To provide opportunities for individual vendors, contractors, historically underutilized businesses, and small/local businesses to compete for College purchases/contracts in a fair and competitive environment, and to create an open process for procurement through competition.

[4] To monitor and insure compliance with the terms and conditions of contracts.

B. State Law and Board Policy Control

The procurement process will adhere to applicable state law, administrative rules, and Board Policy. Purchasing and procurement shall be in accordance with state law requirements, including the dollar amounts stated. As provided in state law, during any fiscal year, the stated limits apply to the aggregated expenditures with any single vendor. When the aggregated expenditures would exceed the stated limits, specific Board approval for any new expenditure to that vendor is required.

C. Board Approval

Except for matters required to be authorized or approved by the Board under state law, or under Board Policy, the Board may, as appropriate, delegate its authority under state law regarding an action authorized or required to be taken by the College to a designated person, representative or committee. In procuring construction services, the College shall provide notice of the delegation and the limits of the delegation in the request for bids, proposals, or qualifications or in the addendum to the request.

Except for an expenditure which State law requires that the Board must approve which may not be delegated, any contract for an expenditure of \$100,000 or less may be approved by the President of the College or his designee. A contract requiring an expenditure of more than \$100,000 must first have Board approval unless the Board has previously approved, after a public review period of a month or more, a budget or other written plan listing the items and their approximate cost.

D. Emergency

In the event an expenditure is immediately necessary to repair or replace an existing capability that has been unexpectedly lost, or is immediately necessary to meet an unforeseen catastrophe or emergency (i.e., a situation in which immediate action must be taken without Board approval to avoid harm to the College), the President may approve such expenditure, and such expenditure must be reported to the Board at its next meeting, or by written notification provided through the President. In such an event, the requirements of state law shall apply, unless the Board determines that the delay posed by the methods provided therein would prevent or substantially impair the conduct of classes or other essential school activities. Upon such

finding, contracts for the replacement or repair of the equipment on the part of the College facility may be made by methods other than those typically required by state law.

E. Vendor Selection – Construction Procurement

In accordance with state law, the Board in considering a construction contract utilizing a method specified by state law, must determine before advertising which method provides the best value for the College. The College shall base its selection among offerors on criteria authorized to be used under state law. The College shall publish the request for bids, proposals, or qualifications the criteria that will be used to evaluate the offerors and the relative weights given to the criteria.

In procuring construction services, the College shall provide notice of the delegation and the limits of the delegation in the request for bids, proposals, or qualifications or in the addendum to the request. Failure to provide such notice will result in a ranking, selection, or evaluation of bids, proposals, or qualifications for construction services advisory only and the Board shall then make the selection or determination in an open public meeting.

The College shall document the basis of its selection and shall make the evaluations public not later than the seventh day after the date the contract is awarded.

For construction procurement services of over \$500,000 which require Board approval, the administration shall provide summary and evaluative judgments, including a ranking, of vendor responses with a recommendation of a single vendor. Such items should be submitted to the Board early enough that it does not have to make its final decision at its first consideration of the item if it has unresolved questions or decides not to accept the administration's recommendation at the first meeting the item is on the agenda. In cases where the administration's recommendation is not accepted, consideration of alternatives shall occur at a subsequent meeting.

The Board shall generally assess the administration's recommendation by whether it and the process leading to it are in accord with Board Policy and the General Objectives set forth in Section A of this policy, giving due deference to the administration's determination on whether a recommendation will meet General Objectives [1] and [2].

F. Reports

The administration shall produce annual summaries on purchasing activities. Such reports shall include:

[1] purchase orders and contracts summarized by vendor (detail listing for orders and contracts greater than \$25,000) awarded to official, certified Hubs, and also other historically underutilized businesses to the extent possible;

[2] purchase orders and contracts summarized by vendor (detail listing for orders and contracts greater than \$25,000) awarded to local vendors;

[3] state contract and state catalog purchases made summarized by vendor;

[4] all contracts over \$10,000; and

[5] an explanation of consulting fees in excess of \$5,000 to a single vendor in a fiscal year.

[6] a listing of any expenditures directly for administrative officers that exceed \$5,000 or are unusual.

G. Responsible Contracting Practices

[1] In all purchasing and contracting decisions, employees shall make diligent efforts to include historically-underutilized-business (HUB) vendors and shall, where practicable, avoid practices that tend to exclude HUB vendors. The College shall develop, maintain, and enhance the participation of minority-owned and women-owned firms in all phases of its procurement processes, supporting their efforts to compete for College business.

[2] The College shall encourage all vendors, suppliers, contractors, and professionals with whom it does business to support the common goal of equal opportunity and economic participation for all citizens. In the expenditure of College funds, neither the College nor its contractors and suppliers shall discriminate on the basis of sex, race, color, creed, religion, national origin, age, or sexual orientation, or on the basis of disabilities that do not significantly affect the quality of work.

[3] In deciding which functions to accomplish via external contractors, the administration shall take care not to support patterns of employment that fail to meet community compensation standards.

[4] Contracts shall be reopened on an equal basis to all qualified vendors at least once every five years (or on completion for contracts longer than five years).

H. Routine Real Estate Items

The President may sign on behalf of the College, easements and other agreements regarding real property owned or leased by the College, provided they are minor in nature, have been subject to consultation with legal counsel, and reported promptly to the Board for approval. This authorization does not extend to the purchase, lease, or sale of real property or to covenants or restrictions.

G-3. Reimbursements

Value Statement:

- *The College supports all employees being reimbursed for appropriate expenses which they incur in fulfilling their job responsibilities.*

Reimbursement of College employees for job related expenses and local travel shall be made in an equitable manner, with the same rules applying to all levels of employees.

G-4. Capitalization and Depreciation

Value Statement:

- *The College will ensure accountability and stewardship over its investment in capital assets.*

Capitalization and depreciation practices shall comply with generally accepted accounting practices, and shall provide information about the useful lives of physical assets for use in financial planning. Appropriate bond financing shall be used to approximately match depreciation to reinvestment.

All assets with useful lives of more than one year and cost \$5000 or more shall be capitalized. Assets shall be depreciated over their estimated useful lives using the straight-line method. Facilities shall be depreciated based on industry-recognized major categories of building components, rather than by the facility as a whole.

G-5. Implementation of Fees

[1] Student fees must be approved annually by the Board, with justifications, revenue/cost estimates, and proposed changes listed during budget deliberations.

[2] The implementation of a fee shall be guided by a different principle than tuition. In particular fees shall be assessed to cover identified costs, not to generate revenue.

(a) No course fee for credit classes shall be imposed unless it can be clearly linked to materials, laboratories, services, equipment, or specialized non-classroom-based one-to-one instruction that are unique to that course. These are completely or partially consumed or used by an individual student during the semester. Moreover, consumption or use must be in such a manner that re-use by future students would be adversely impacted or not possible because of their nature or that requires frequent replacement because of such use or consumption.

(b) In addition to the reason outlined in 2(a) above, no course fee shall be imposed unless it can also be demonstrated that without such a fee, the course would require a subsidy of general revenue funds. A fee may also be imposed for a credit course for which the college does not receive state reimbursement

[3] The administration shall provide to the board a justification based upon these principles prior to the imposition of any new fee.

G-6. Cash Reserves

Austin Community College annual budgets shall seek to maintain, throughout each fiscal year, unrestricted and unallocated cash levels of at least 8% of budgeted total annual expenses plus total accounts payable. If unrestricted cash falls below this level, the President shall present a corrective plan to the Board of Trustees that will fully correct the shortfall within one year.

G-7. Property Taxes

Value Statement

- *The College recognizes that an adequate tax base and tax rate are critical factors which impact the College's tuition rate.*

The College President, as the Chief Executive Officer, shall use the following principles in planning and budgeting for local property tax rates:

[1] To maintain a fair balance between financial support from taxes and from tuition, the rate shall be that which makes the fraction of revenues derived from taxes approximately match the average for Texas metropolitan-area community colleges, or a lower rate as needed to stay under the level which would require a tax election or keep the annual increase from exceeding one cent per \$100 (or two cents per \$100 if there has been no increase in the previous two years).

[2] The homestead exemption for the Austin Community College District could be the greater of \$5000 or 1% of the assessed individual-property value.

[3] The additional homestead exemption for elderly or disabled shall be calculated annually to maintain a goal of at least 60% of the median home value of senior or disabled taxpayers. The annual increase shall be in \$5,000 increments, not to exceed \$10,000 per year.

[4] The Austin Community College District shall participate in the system of tax reductions for properties designated as historical landmarks. The exemption shall be at the following rates:

<i>Type of Use or Owner</i>	<i>Improvements</i>	<i>Land</i>
Owner-occupied Residence / Non-Profit / Government	100%	50%
Commercial Properties	50%	25%

G-8. Tuition Rates

Value Statements:

- *The Board of Trustees values ACC's role as the first point of access to higher education for many students.*
- *Consequently, the Board is committed to ACC's tuition being the lowest among other local higher education institutions.*
- *Tuition is intended to cover operational costs of the district which are not subsidized by State appropriations and local taxes.*
- *While tuition, like other operating costs will rise over time, ACC shall strive to make for minimal increases only when necessary to support the District operations, to announce increases prior to the beginning of new academic years, and to remain the lowest-cost local provider of higher education.*

[1] The tuition rates for in-district college-credit students shall be set by the Board. Except when the Board explicitly directs otherwise, tuition rates for other students shall be set by the President in accordance with this policy. To the extent feasible, general charges shall be assessed as tuition.

[2] To maintain a tuition differential that is fair both to ACC taxpayers and to Texas-resident ACC students who live outside the taxing district, the credit-hour differential for such students shall reflect the local tax effort in support of in-district students,

adjusted to partially reflect the estimated marginal cost of serving all students in order to balance taxpayer fairness with accessibility for out-of-district students. It shall thus be, to the nearest dollar, 80% of the ratio of annual property-tax revenues to annual in-district credit hours, except that any year-to-year increase in the differential shall be no more than 8% of out-of-district tuition. While financial circumstances may necessitate consideration of tuition increases, the College will assist students in anticipating increases by generally approving them only once per year as part of development/approval of the next year's annual operating budget. The President is authorized and encouraged to use any available method to lessen the impact of this tuition differential on economically-disadvantaged students.

[3] The further per-credit-hour differential in tuition rates for students who do not qualify as Texas residents shall be no less than the ratio of all revenues from state government to total credit hours by in-state students.

[4] The President may adopt rules waiving all or part of the tuition and/or other charges for senior citizens or students enrolled under a joint-credit agreement with a school district, with an annual report to the Board on the nature and extent of such waivers.

[5] The President shall set charges for non-credit and continuing-education classes that at least cover operational, indirect, and overhead costs, except where specific programs have been exempted from these criteria by Board approval.

G-9. Economic Analyses

Value Statement:

- *The College is committed to the responsible use of public resources, and will perform appropriate economic analyses as part of its planning, evaluation, and decision-making.*

ACC's decisions are fundamentally driven by pursuit of its mission of community service rather than of financial gain for itself. Many of its activities of great value to the community do not generate a net profit to the College, and many others are close enough to breakeven that their finances have little strategic impact. But careful attention to the financial implications of College operations is still necessary to identify possibilities for improvement and expansion, to ensure allocation of limited resources in accordance with planned priorities, and to avoid waste. Accordingly:

[1] The President shall ensure that the economic analyses needed for planning and evaluation are conducted according to reasonable, clearly-stated principles that are applied in a consistent manner.

[2] These principles shall make appropriate provision for matching costs with revenues, for recognition and allocation of indirect and capital costs, and for using appropriate methodologies for valuation and projection of cost and revenue elements in long term business analyses.

[3] The level of detail and sophistication of analyses may be adapted to the size and economic sensitivity of the topics.

[4] Analyses or projections provided to the Board shall report the sources of the information and the assumptions on which the analysis is based.

[5] Economic analyses are required for items involving total expenditures of \$500,000 or more, or where otherwise specified in policy.

G-10. Investments

Value Statement

- *The College recognizes that the prudent investment of public funds is an important aspect of its fiduciary responsibility to the public.*

Austin Community College (ACC) shall manage the investment of and reporting on its financial assets in accordance with the Texas Public Funds Investment Act.

[Due to the length required to include all provisions specified by Texas law, the Board's investment policy is contained in a separate document entitled "Austin Community College Investment Policy", and may be found on the Board of Trustees Website under Board Policies or obtained from the College's Vice President of Business Services.]

G-11. Auxiliary Enterprises

Value Statement:

- *The college will provide quality services to its students that support their learning in a manner that maximizes the students' time, convenience and financial resources.*

[1] **General student-service enterprises:** Services run or contracted for by the College whose primary function is to provide general services to students (e.g., food-service providers) should be awarded and/or operated under terms which maximize the value of those services to students, rather than maximizing the economic return to the College. Allocation of facilities and other resources in support of such enterprises should reflect an analysis of student demand.

[2] **Specialized student-service enterprises:** Student-oriented services whose benefits are limited to a small fraction of students should generally be operated at approximately breakeven, unless a planned subsidy has been allocated as part of the budget process.

[3] **Other enterprises:** Activities not primarily oriented to serving students (e.g., a public golf course) should be operated so as to yield maximal sustained gain for the College. For any such activities whose gross revenues exceed \$500,000 per year, the administration shall, during the master-planning process, provide the Board an analysis showing its plans for achieving this objective.

[4] **Provision of space:** Allocation for more than two years of significant College facilities to the use of external entities requires a cost/benefit analysis and Board approval.

[5] **Annual Report:** An annual report shall be provided to the Board as part of the annual budget process.